

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

PRELIMINARY BOARD MEETING AGENDA

State Investment Board Room

2100 Evergreen Park Drive, SW, Olympia 98504

January 27, 2005

*Approximate
Times*

Tab

8:00 a.m. Continental Breakfast and Overview of Meeting Agenda
No official business will be conducted.

8:30 a.m. WELCOME AND INTRODUCTIONS
 Bob Craves, Chair

CONSENT AGENDA

Adoption of Nov. 15 and Dec. 10, 2004 Meeting Minutes **1**

Proposed Rules: Minimum Freshman Admission Requirements **2**
Resolution 05-01

8:45 a.m. DIRECTOR'S REPORT

9:00 a.m. POLICY COMMITTEE REPORT

The Future of Washington's Branch Campuses:
HECB Report on Branch Campus Development Plans (HB 2707) **3**
 Staff briefing, board discussion, public comment and board action
Resolution 05-02

10:00 a.m. Break

INFORMATION ITEMS

10:15 a.m. **Financial Aid Update** (2003-04 summary of program activities) **4**

10:45 a.m. **Governor Locke's Proposed 2005-07 Operating and Capital Budget** **5**

11:15 a.m. **2005 Legislative Update** **6**

11:55 a.m.	Articulation and Student Transfer (HB2382)	
	• Course Equivalency	7
	• Associate Degree Pathways	8
	Accountability Update:	9
	2003-04 Performance by the Public Baccalaureate Institutions	
12:00 noon	Lunch (SIB conference room) <i>No official business will be conducted.</i>	
1:00 p.m.	Meeting with the Workforce Training and Education Coordinating Board	10
3:00 p.m.	Adjournment	

HECB 2005 Meeting Calendar

DATE	LOCATION
March 4, Fri <i>HECB Advisory Council</i>	General Administration Bldg., Auditorium 210 - 11th Avenue SW, Olympia 98504
April 5, Tue	WSU, Puyallup, Almendinger Center ← Revised location 7612 Pioneer Way E, Puyallup 98371
June 23, Thurs <i>HECB Advisory Council</i>	Pierce College, Puyallup, College Center Building, Multi-purpose Room 1601 39 th Avenue SE, Puyallup 98374
July 28, Thurs	Yakima Valley Comm. College, Deccio Higher Education Center, Parker Room 16 th Avenue & Nob Hill Blvd, Yakima 98907
September 22, Thurs <i>HECB Advisory Council</i>	Pacific Lutheran University, University Center, Regency Room 1010 122 nd S, Tacoma 98447
October 27, Thurs	Central Washington University, Barge 412 400 E University Way, Ellensburg 98926
December 13, Tue <i>HECB Advisory Council</i>	University of Washington, Tacoma 1900 Commerce, Tacoma 98402

If you are a person of disability and require an accommodation for attendance, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements.

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January 2005

Minutes of November 15 Meeting

Joint meeting of Higher Education Coordinating Board and the State Board for Community and Technical Colleges

HECB Members Present	State Board Members Present
Bob Craves, chair Roberta Greene, vice chair Gene Colin, secretary Herb Simon Sam Smith Mike Worthly Jim Sulton, Executive Director	Tom Koenninger, chair Al Link Jane Nishita Carolyn Purnell Jose Ruiz Sharon Fairchild Earl Hale, Executive Director

Access to college: size and shape of Washington's higher education system

Gary Benson, HECB director of fiscal policy, described the state's current higher education system and outlined future challenges. Over 400,000 students are enrolled in Washington's public and private two-year and four-year colleges and universities, including students at university branch campuses and centers. Benson said that while the prime college-age population continues to grow -- with high school graduation expected to peak in 2008 -- state funding has failed to keep pace with population growth. Over-enrollments (actual enrollments that exceed budgeted slots) have tripled since the 2000-01 biennium.

Washington's public higher education system has been described as an hourglass, with more students seeking degrees at both research universities and community and technical colleges than at comprehensive universities.

Finally, Benson reviewed the goals of the 2004 Strategic Master Plan: (1) to increase opportunities for students to earn degrees (with a goal of 1,700 more associate degrees, 4,000 more bachelor's degrees, and 1,300 more graduate/professional degrees annually); and (2) respond to the state's economic needs (increasing by 300 annually the number of degrees and

certificates earned in high-demand fields, better completion of job training programs to reach 25,000 successful students per year, and an increase in the number of students who demonstrate literacy skills in adult basic education and English as a Second Language programs by 19 percent, to reach 20,525 per year).

Jan Yoshiwara, SBCTC director of education services, discussed enrollment planning as a way of meeting the state's access challenge. Key questions include:

- How much capacity is needed by 2010, which degree programs require additional capacity, and where should capacity be added;
- What are the options for meeting enrollment demand; and
- What are the features of those options -- such as student demographics, location, and costs to the state and to students?

The options examined for meeting enrollment demand include:

Existing public institutions;

University branch campuses;

Two-plus-two centers;

Two-year colleges offering baccalaureate degrees in high-demand fields; and

Private baccalaureate institutions.

Yoshiwara provided enrollment demand projections based on current level college attendance rates, population growth, underserved regions of the state and the need for technical bachelor's degrees in the state and region. Demand projections were compared to enrollment growth projections for the public baccalaureate institutions, as well as institutional attendance patterns. It is assumed that 75 percent of the projected enrollment demand can be accommodated if the growth plans of the universities are funded by the legislature.

A regional planning process, as outlined in the HECB Strategic Master Plan, is needed to identify regional degree program needs, evaluate the needs of placebound students, and close remaining gaps in demand.

Improving collaboration between the two boards

The two boards discussed various ways of working more closely together to achieve common goals. It was agreed that the two chairs and the agencies' executive directors would meet regularly to discuss higher education issues and options for bringing such issues before the joint boards.



January 2005

Minutes of December 10 Meeting

HECB Members Present

Mr. Bob Craves, chair
Mr. Gene Colin
Mr. Jesus Hernandez
Mr. Anthony Rose
Dr. Sam Smith
Mr. Herb Simon
Mr. Michael Worthy

Welcome and introductions

Bob Craves, HECB chair, welcomed the board members and others in attendance, and started the round of introductions.

Director's report:

HECB Executive Director James Sulton provided updates on HECB programs and activities:

- *Priorities of Government:* Gov. Locke is expected to release a budget proposal for 2005-07 on December 16. His proposal will rely on a series of "purchasing plans" to prioritize spending in 11 administrative areas, focusing on those most important to Washington residents. The governor's report is expected to make a shift in allocating state funds to a more "results-oriented" model.
- *Tuition Roundtable:* The House Higher Education Committee held a "tuition roundtable" on December 1. The meeting focused on the concept of sliding-scale tuition. The board is considering formation of a tuition task force for 2005, and will be following up on recommendations of the National Collaborative to better integrate tuition policy with other higher education initiatives.
- *Independent Colleges and Universities:* Efforts are underway to integrate the roles and missions of Washington's independent colleges and universities with the work of the HECB on shared priorities.

- *Displaced Homemaker Program:* The transfer of the state's Displaced Homemaker Program from the HECB to the State Board for Community and Technical Colleges (SBCTC) was completed on December 1.
- *Future Teachers Loan Repayment and Scholarship Program:* The HECB awarded benefits to 53 prospective teachers under the revised Future Teachers Program. This program aims at inspiring talented students to complete a teacher preparation program or complete endorsements in teacher shortage subject areas. Students must then teach in one of Washington's K-12 public schools.
- *Recommendation to revise the Master Plan's 2010 goal for Associate Degrees:* One of the two goals in the 2004 Strategic Master Plan for Higher Education – increasing opportunities for students to earn degrees – includes specific targets for associate degrees, bachelor's degrees, and graduate degrees. According to recent data, the number of associate degrees conferred in Washington state in 2003-04 has already exceeded the 2010 target by 176 degrees. As the master plan is subject to review and revision as needed, staff recommended that the target for associate degrees be increased to 27,000 by 2010. This number is consistent with performance measures adopted by the State Board for Community and Technical Colleges and is within the range of growth recently experienced by the two-year system.

ACTION: **Jesus Hernandez** moved to consider a staff recommendation to increase the target for associate degrees to 27,000 by 2010 (**Res. 04-35**). **Gene Colin** seconded the motion, which was unanimously approved.

Consent agenda items approved

ACTION: **Gene Colin** made a motion, seconded by **Herb Simon**, to approve all four items on the consent agenda, including: the minutes of the October meeting; two new degree programs at CWU (Bachelor of Applied Science in Safety and Health Management, **Res. 04-28** and Bachelor of Applied Science in Industrial Technology, **Res. 04-29**); and the 2005 Report on Reciprocity Agreements, **Res. 04-30**. The motion was unanimously approved.

Welcome from TCC President Transue

Tacoma Community College President Pamela Transue welcomed the board and meeting attendees to the Tacoma campus. Dr. Transue gave a brief history of the development of facilities and improvements made to the campus, crediting students who imposed a technology fee upon themselves in order to raise funds for capital improvements. Dr. Transue also discussed the partnership and working relationship between TCC and UW Tacoma.

Doctor of Education for School Administrators, WSU

Dr. Randy Spaulding, HECB associate director of program assessment and approval, presented Washington State University's request to extend statewide its Doctor of Education degree for school administrators. The program would utilize a combination of distance learning and on-site instruction at learning centers and branch campuses. It is designed to be a four-year, part-time program offered to students who currently hold a master's degree. Students would utilize the Washington Higher Education Telecommunications System (WHETS) and other technologies in combination with *in-person* education -- including access to high-quality faculty from across the system. The content of instruction would be consistent with that of WSU's Pullman campus. Finally, this degree program would allow better access to placebound working school administrators, and would increase recruitment of women and minorities.

Dr. Judy Mitchell, WSU dean of education, described the program in greater detail, emphasizing that this is not a new program, but an extension of a highly successful doctorate degree whose graduates are needed in the state's K-12 system.

Public notice was given regarding WSU's proposal, and no objections have been raised by other institutions.

ACTION: Gene Colin moved to approve Washington State University's proposal to extend the Doctor of Education for school administrators into a statewide program (**Res. 04-31**). **Sam Smith** seconded the motion, which was approved unanimously.

Minimum basic admission standards

John McLain, HECB associate director, presented a recommendation to revise the current minimum admission standards for freshmen entering public four-year universities. McLain said that the current minimum standards were originally established in 1988, and no longer reflect current skills that students need to succeed in higher education. A rigorous academic preparation during all four years of high school is the single best indicator of higher education success and bachelor's degree attainment, he said.

The proposal consists of four fundamental changes to the current minimum admission requirements:

- *Increasing the math requirement from three years to four*
A rigorous high school preparation in math counteracts the other barriers that poor students face in earning bachelor's degrees.
- *Revising the two-year science requirement to include two years of laboratory-based science and a year of algebra-based coursework*
Innovations in the 21st century require extensive problem-solving skills. Incorporating math and scientific reasoning into college preparation provides students with essential skills and knowledge to better equip them for today's competitive careers.

- *Requiring students to take at least three year-long college prep courses in each year of high school, including the senior year*
Skills in math, science and world language will atrophy if students set them aside for a year or more. This recommendation seeks to keep students engaged in college preparation throughout high school.
- *Eliminating the state's Admission Index*
The Admission Index is a ranking and sorting tool utilizing a mathematical formula that combines students' grades and SAT or ACT scores, and then assigns a number between 1 and 99. Educators have repeatedly voiced concerns that in order to preserve their GPA and a higher index scores, students will avoid taking challenging classes, which better prepare them for college and ultimately the workforce.

The HECB will publicize the recommended changes, conduct a series of public hearings, and prepare final proposed standards for consideration and possible adoption by the board early in 2005. This process incorporates the steps necessary to adopt administrative rules on minimum admission standards in agency WACs. If approved, the proposed revisions to the minimum admission standards would be effective in 2008, giving educators and students time to prepare and make necessary adjustments to schedules and course offerings.

Board and public comments

Gene Colin supported the recommendations and asked why the changes could not be implemented sooner rather than later. Bob Craves commented that the proposed changes would further restrict college access to poor and minority students. Herb Simon agreed with Colin that standards should be higher, but was concerned that too much emphasis was placed on math and science in determining what makes students successful. Anthony Rose suggested that high school graduation requirements should be raised simultaneously with college admission requirements. He said that other subjects, in addition to math and science, should be given more attention, with a focus on quality and content of instruction. Sam Smith viewed the revisions as a movement toward increasing student competency.

Jesus Hernandez supported the proposal, believing that lower standards make students less competitive. However, he voiced concern that the new higher standards could create a false sense of security for students. He said students need to be better guided throughout their education and must be advised on which subjects and courses are necessary for college preparation.

Robert Corbett from the UW, speaking on his own behalf, championed the value of reading courses in K-12, specifically the study of the classics.

ACTION: Sam Smith moved to consider the proposal to revise the minimum admission standards for students entering a public four-year university (**Res. 04-32**), with the caveat that the proposal is open to possible revisions after public comment. Gene Colin seconded the motion. The motion was passed by a 4-3 vote, with Bob Craves, Herb Simon, and Anthony Rose opposed. (Three members were absent from the meeting.)

Fiscal committee report

Herb Simon, chair of the HECB fiscal committee, discussed recommended revisions to the higher education operating budget that was approved by the board in October. At that time, the fiscal committee recommended an \$848 million increase for the 2005-07 biennium, for a total operating budget of \$3.7 billion. In light of the state's economic situation, which, according to the Office of Financial Management, includes an estimated \$1.7 billion revenue shortfall, the fiscal committee is proposing a reduction in its previously recommended funding increase for higher education in the state operating budget from \$848 million to \$400 million.

Gary Benson, HECB director for fiscal policy, presented the highlights of the HECB's revised budget request.

- *Associate degrees, preparation for work and adult literacy*

The increased number of general enrollments for the community and technical colleges would be reduced from 8,700 to 5,000, understanding that the SBCTC may need to reduce the performance targets and goals previously established and approved by the board in October.

- *Bachelor's degrees*

Four thousand four hundred (4,400) undergraduate full-time equivalent students would be funded at \$6,303 per full-time FTE.

- *Graduate Degrees*

The number of full-time equivalent students would be increased by 1,200, with funding for full-time FTEs remaining at \$15,000.

- *High-demand fields*

The additional \$10 million per year for high-demand enrollment programs approved by the board in October would be preserved. Included in this recommendation are 1,000 full-time equivalent students at the baccalaureate level, funded at \$11,000 per FTE student.

Additionally, the fiscal committee recommends funding 1,300 full-time equivalent students at the two-year colleges at approximately \$6,900 per FTE student.

- *Salaries*

Maintain the board's October recommendation for cost-of-living adjustments for all higher education employees, at 3.2 percent in FY 2006 and 1.6 percent in FY 2007, a \$97 million enhancement. Instead of the October proposal to include \$143 million for additional salary increases reflecting peer institutions in other states, the new recommendation calls for two \$15 million funding allocations for "salary enhancement pools." Baccalaureate institutions would use the new money for faculty recruitment and retention, while the two-year colleges would target part-time faculty salary improvements.

- *Additional funding for research universities*

Limit additional funding for the two research universities to \$20.5 million.

- *Financial Aid*

The fiscal committee recommended revising the financial aid enhancement to \$85.8 million during the 2005-07 biennium. The proposal would:

- Maintain current service levels for the State Need Grant, assuming tuition increases at 7 percent per year;
- Increase the Promise Scholarship award to \$1,400 per year;
- Add \$3.9 million to the State Work Study program -- not including the proposed expansion to assist students in high-demand fields; and
- Add a \$500,000 enhancement for the Educational Opportunity Grant.

ACTION: Herb Simon made a motion, with a second from Sam Smith, to adopt the revised 2005-2007 Higher Education Operating Budget Recommendations (Res. 04-33). The motion was passed unanimously.

Sandra Schroeder, president of the Washington Federation of Teachers, pointed out that budget revisions from the October proposal regarding two-year faculty salaries were made without any consultation with the two-year faculty members.

Cost of Instruction Studies

Education Cost Study - Gary Benson explained the processes that could be utilized by the HECB to analyze education expenditures by college, by level, and by program. He emphasized that there are several options for developing future cost studies. Additionally, he described the provisions contained in the following reports required by the Legislature: *Costs of Degrees*, *Costs of Remediation*, and *Costs of Instruction*.

Proposed 2005 HECB legislative priorities

Bruce Botka, HECB director for intergovernmental relations, summarized the policy committee's proposed legislative priorities for the 2005 session, which begins on Monday, Jan. 10. These include:

- The Board's revised operating budget recommendations and higher education capital budget; and
- The goal of establishing a maximum tuition rate for resident undergraduate students. The board's strategic master plan recommends tuition increases not exceeding 31 percent over a four-year period, with annual increases not exceeding 10 percent.

Additionally, the policy committee recommended that the HECB defer action on other high-priority issues until after sufficient review. These include the possible development of performance contracts between the state and public colleges and universities, and consideration

of proposals for branch campuses to provide lower-division courses in addition to their current mission of providing upper-division and graduate programs.

ACTION: Michael Worthy raised the question, with a second from Gene Colin, to adopt the policy committee's 2005 proposed legislative priorities (**Res. 04-34**). The motion was unanimously approved.

Recognition of Senator Don Carlson

Chairman Craves presented Sen. Carlson with a plaque and a board resolution in recognition of his accomplishments as chair of the Senate Higher Education Committee and as a long-standing member of the Legislature. Sen. Carlson took the opportunity to share his thoughts regarding three major higher education issues: access, quality, and financial aid.

Planning for regional higher education needs (ESHB 2707)

In response to recent legislation aimed at clarifying the branch campuses' roles and missions, the board and members of the HECB advisory council were briefed by the chancellors of the state's branch campuses regarding their proposals for future development. The law directs the HECB to adopt policy options in January regarding each proposal, and to report to the Legislature following the board's Jan. 27 meeting.

The branch campuses were initially created to provide access to bachelor's and graduate degree programs in regions that did not have public four-year universities. Limited by law to only upper-division and graduate-level programs, and primarily serving transfer students who acquire lower-level coursework elsewhere, the branch campuses are now asking the state to allow them to expand into four-year universities.

Each individual proposal has been reviewed and approved by the board of regents of the institutions. A summary of the recommendations by each branch campus follows.

University of Washington, Tacoma

Interim Chancellor Steven Olswang

- Increase access for transfer students
- Redefine upper division
- Improve the two-plus-two model
- Transition to a four-year university
- Improve diversity
- Globalize UWT

Expanding the Tacoma branch campus over a nine-year period (2005-2014) comes to an estimated sum of \$183 million in construction costs, and an increase in the UWT operating

budget by \$47 million over the current operating budget of \$22 million, for a total of \$69 million.

University of Washington, Bothell

Chancellor Warren Buck

- Continue as a UW campus
- Be given authority to provide lower-division courses
- Expand the current upper division course schedule
- Expand graduate, professional, and research partnerships

The UWB does not intend to offer separate doctoral degrees, intercollegiate athletics, or on-campus housing, or to operate as an independent institution.

Over a 15-year period, adding south campus access (\$22.5 million) and five additional buildings (\$163 million) would require a total of \$185.5 million in capital projects. To support the added capacity, an additional \$65.1 million would be required for operational costs.

Washington State University, Tri-Cities

Chancellor Larry James

- Remain a WSU campus
- Collaborate with regional community colleges and also provide lower-division courses
- Offer internships, service projects, and teaching opportunities through the community, in addition to implementing and increasing adult education and diversity
- Expand collaboration with Pacific Northwest National Laboratory (PNNL) to provide education in areas of strategic importance -- including bio-products, science, and engineering
- Expand the campus to serve Adams, Columbia, Grant, Klickitat, and Yakima counties to increase enrollment to 3,000 students by 2015

The majority of upper-division students would continue to be transfer students from community colleges, and selected bachelor and graduate programs would be offered in Yakima, Walla Walla, and Moses Lake.

Serving 1,800 FTE students in 2015 would require an additional \$15 million (\$11 million in state funds and \$4 million in tuition revenue). Additional capacity to achieve full build-out for 1,800 FTE students is estimated at \$103 million in capital projects.

Washington State University, Vancouver

Chancellor Hal Dengerink

- Retain the existing name and continue to be a campus within the WSU system

- Continue to serve primarily as a commuter campus, without resident facilities
- Continue to develop as an urban or metropolitan four-year university with a strong research component

The WSU proposal calls for \$164 million in total capital projects and \$33.3 million in operating costs to support 3,645 FTE students by 2015 (enrollments are based at \$24.5 million in state funds and \$8.8 million in tuition revenue).

Board and public comment

Board members raised concerns about the expense of expanding branch campuses at a time when state resources are insufficient to meet current needs. They commented on increased layers of administration and worried that the expanded schools would compete with the two-year colleges for students. Mike Worthy encouraged the campuses to develop partnerships in their communities to help pay for new programs.

- Ann Anderson, legislative liaison for Central Washington University, referred to the branch campus study prepared by the Institute for Public Policy two years ago. She suggested that the colocated centers at CWU are another possible template to consider as a model for branch campuses.
- Jan Yoshiwara, director for student services at the State Board for Community and Technical Colleges, and TCC President Pamela Transue said that branch campus growth should be focused on upper-division course work offering an expanded variety of degree options. They believe collaboration efforts should be increased between the branch campuses and the community colleges, in order to make the most efficient use of resources available.
- Deborah Knutzen, representing the Snohomish County Economic Development Council, offered verbal public support for expansion of the Bothell campus.

[Gene Colin, HECB secretary, chaired this portion of the meeting. The members of the Advisory Council present were: Loren Anderson, Jeffrey Corkill, Roberta May, Ellen O'Brien Saunders, and Sandra Schroeder. The next combined meeting of the board and the advisory council is scheduled for March 4, at the General Administration Building in Olympia.]



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 04-28

WHEREAS, Central Washington University proposes to offer a Bachelor of Applied Science in Safety and Health Management; and

WHEREAS, The program would represent a timely and appropriate response to the changing needs of the workforce as well as employers by providing a pathway for technically trained workers to advance their skills; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The program has undergone an extensive development and review process; and

WHEREAS, The costs are reasonable; and

WHEREAS, The program will be delivered to Central Washington's Ellensburg, SeaTac, and Lynnwood campuses;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to offer a Bachelor of Applied Science in Safety and Health Management, effective December 10, 2004.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary





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RESOLUTION NO. 04-29

WHEREAS, Central Washington University proposes to offer a Bachelor of Applied Science in Industrial Technology; and

WHEREAS, The program would represent a timely and appropriate response to the changing needs of the workforce and employers by providing a pathway for technically trained workers to advance their skills; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The program has undergone an extensive development and review process; and

WHEREAS, The costs are reasonable; and

WHEREAS, The program will be delivered to Central Washington's Ellensburg, SeaTac, and Lynnwood campuses;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University proposal to offer a Bachelor of Applied Science in Industrial Technology, effective December 10, 2004.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary





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RESOLUTION NO. 04-30

WHEREAS, The Washington Higher Education Coordinating Board is required by state law to report to the governor and legislature every two years on the status of state-level reciprocity agreements between Washington and Idaho, Washington and British Columbia, and Washington and Oregon; and

WHEREAS, The report outlines the history and current status of reciprocity agreements, including the status of the current reciprocity agreements with Idaho and the decisions by British Columbia and Oregon to discontinue reciprocity; and

WHEREAS, The report reviews other student exchange opportunities available to Washington residents and residents of neighboring states;

THEREFORE, BE IT RESOLVED, That the Washington Higher Education Coordinating Board adopts the *2005 Report on Reciprocity Agreements and Other Student Exchange Options* and directs staff to transmit the report to the governor and appropriate committees of the legislature.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary





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RESOLUTION NO. 04-31

WHEREAS, Washington State University proposes to extend the existing Doctor of Education for School Administrators statewide; and

WHEREAS, The program would meet the needs of education professionals and the community by providing access to school administrators throughout the state who wish to enhance their skills and advance professionally; and

WHEREAS, Washington State University commits to a comprehensive plan to monitor and assess the quality and cost of the program and the success of students as they progress toward the degree; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University proposal to extend the Doctor of Education for School Administrators to cohorts statewide, effective December 10, 2004.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary



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RESOLUTION NO. 04-32

WHEREAS, The Washington Higher Education Coordinating Board (HECB) is directed by the Legislature (RCW 28B.76.290) to establish minimum admission standards for the state's public four-year college and universities; and

WHEREAS, A rigorous academic preparation during all four years of high school is the single best indicator of higher education success and bachelor's degree attainment; and

WHEREAS, Washington's higher education community has reached consensus that the current minimum basic admission standards established by the board in 1988 no longer reflect the level of rigorous preparation required for freshman entering the state's colleges and universities; and

WHEREAS, The state's public four-year institutions have reached consensus on recommended changes to the current minimum basic admissions standards, and board staff have studied those recommendations and concluded that they will improve student preparation for college; and

WHEREAS, Students, parents, and schools need to understand the preparation needed for successful college study, and all of these groups look to the state's minimum basic admission standards as the threshold requirements for college opportunity;

THEREFORE, BE IT RESOLVED, That board staff will publicize the recommended changes to the minimum freshman admissions standards for students entering college in 2008, conduct a public comment process, and prepare final proposed standards and background materials for consideration and possible adoption by the board early in 2005.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary



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RESOLUTION NO. 04-33

WHEREAS, The Washington Higher Education Coordinating Board (HECB) is a citizen board appointed by the governor and confirmed by the Senate and is required to make budget recommendations for higher education funding to both the governor and the legislature; and

WHEREAS, These recommendations are to be based on a review and evaluation of the operating and capital budget requests from the four-year institutions and the community and technical college system and how well these requests align with the board's budget priorities, the missions of the institutions, and the statewide strategic master plan for higher education; and

WHEREAS, The board adopted operating and capital budget recommendations to the governor for the 2005-07 biennium at its meeting on October 21, 2004; and

WHEREAS, The board determined that reaching the goals as outlined in the strategic master plan in the 2005-07 biennium would be accomplished by making investments of \$848 million and that this represented what the board felt to be the increased needs of higher education in the upcoming biennium; and

WHEREAS, At that time the Office of Financial Management was anticipating that there was a \$1.1 billion mismatch between expected spending in 2005-07 and expected available revenues; and

WHEREAS, Now the Office of Financial Management is anticipating that spending pressures exceed available revenues by \$1.7 billion; and

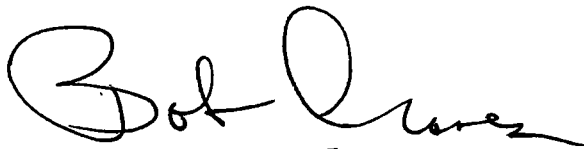
WHEREAS, The board recognizes that the needs of higher education are not going to be met in the 2005-07 biennium and that the board should recommend an alternative to the legislature that is more feasible;

THEREFORE, BE IT RESOLVED, That the board recommends that in the 2005-07 biennium the legislature provide \$400 million in additional state investments in the higher education operating budget to begin to accomplish the goals outlined by the HECB in its *2004 Strategic Master Plan for Higher Education*.

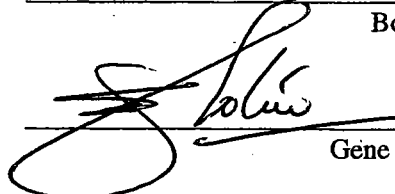
Adopted:

December 10, 2004

Attest:



Bob Craves, Chair



Gene Colin, Secretary



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 04-34

WHEREAS, Washington state law directs the Higher Education Coordinating Board to review, evaluate and make recommendations to the Legislature and governor regarding budget, policy and legislative issues in consultation with the state's other educational institutions; and

WHEREAS, The board has reviewed the budget proposals of the state's system of community and technical colleges and the public baccalaureate universities and college; and

WHEREAS, In order to fulfill its statutory responsibilities, the board has reviewed a number of legislative issues that are expected to arise during the 2005 session;


THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board hereby adopts its 2005 legislative agenda, whose highest priorities are described in Tab 9 accompanying this resolution;

BE IT FURTHER RESOLVED, That the staff is hereby directed to finalize the draft legislative priorities document in Tab 9 to reflect the board's discussion at its meeting on December 10, 2004.

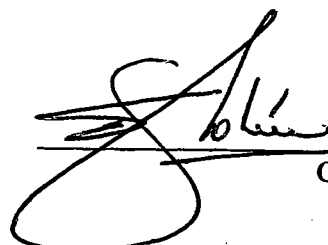
Adopted:

December 10, 2004

Attest:



Bob Craves, Chair



Gene Colin, Secretary



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RESOLUTION NO. 04-35

WHEREAS, State law directs the Higher Education Coordinating Board to prepare every four years a *statewide strategic master plan for higher education* that proposes a vision and identifies goals and priorities for the system of higher education in Washington State; and

WHEREAS, The Higher Education Coordinating Board adopted the *2004 Strategic Master Plan for Higher Education* in July 2004; and

WHEREAS, The *2004 Strategic Master Plan for Higher Education* includes specific targets for degree production in Washington State; and

WHEREAS, The board believes the master plan to be a "living document" subject to review and revision as conditions change; and

WHEREAS, The number of associate degrees conferred in Washington in 2003-04 exceeded the goal set by the board;

THEREFORE, BE IT RESOLVED, That the 2010 goal for associate degrees is increased by 3,500 to 27,000.

Adopted:

December 10, 2004

Attest:

Bob Craves, Chair

Gene Colin, Secretary



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 04-36

WHEREAS, Senator Don Carlson's long and distinguished legislative career will conclude in January 2005; and

WHEREAS, Senator Carlson has served the people of the state of Washington with integrity and wisdom during the past 12 years, including four terms as a member of the state House of Representatives and one term as a member of the state Senate; and

WHEREAS, the members and staff of the Higher Education Coordinating Board have been privileged to work with Senator Carlson during those years, and have developed close professional and personal relationships with him; and

WHEREAS, Senator Carlson has made significant contributions to the quality of higher education in Washington through his service on the legislative fiscal and higher education committees, and as chairman of the House and Senate higher education committees; and

WHEREAS, Senator Carlson also served his community and Washington state as a public school teacher and sports coach for 31 years in the Vancouver School District of Southwest Washington; and

WHEREAS, Senator Carlson has participated in regional and national higher education policy development as a commissioner and as chairman of the Western Interstate Commission for Higher Education; and

WHEREAS, Senator Carlson has been an active member of his community as a member and leader of such organizations as the Vancouver Chamber of Commerce, the First Christian Church, the Fort Vancouver Seafarers Center, and the Clark County Skills Center; and

WHEREAS, Senator Carlson served his country with honor during the 1950s and 1960s as a member of the U.S. Army and Army Reserves;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board recognizes Senator Don Carlson for his exemplary service to Washington state and its educational system; and

BE IT FURTHER RESOLVED, That the board extends its respect and admiration for the contributions Senator Carlson has made to improving the lives of the thousands of students he worked with during his more than three decades as a public school teacher; and

BE IT FURTHER RESOLVED, That the board expresses its hope and expectation that Senator Carlson will remain an active contributor to the educational, economic and cultural vitality of the state of Washington and Southwest Washington in the coming years.

Adopted:

December 10, 2004

Attest:

A handwritten signature in cursive script, reading "Bob Craves".

Bob Craves, Chair

A handwritten signature in cursive script, reading "Gene Colin".

Gene Colin, Secretary

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

January 2005

Proposed Rules

Minimum Freshman Admission Requirements

Background

Washington state statutes require the Higher Education Coordinating Board to define minimum freshman admission requirements for Washington's public universities and The Evergreen State College (RCW 28B.76.290). These requirements signal to students, parents and K-12 educators the academic preparation students need to succeed in college. They also inform high schools of the courses they must offer to ensure their students have the opportunity to gain admission, enroll in institutions of higher education, and earn bachelor's degrees.

Over the past several years, the higher education community has reached broad agreement that the current minimum freshman admission requirements are inadequate, and that more rigorous preparation is required for freshmen entering the state's colleges and universities to succeed in their studies and complete bachelor's degrees.

Since 2003, HECB staff have studied this issue and met with K-12 and higher education leaders to determine whether the current requirements should be revised, and if so, to develop a recommendation for revisions. Early in 2004, a work group made up of representatives from public baccalaureate institutions (and with input from K-12 stakeholders) recommended revisions to the current minimum admission requirements for freshmen, based on research and the institutions' recent experiences with entering freshmen.

HECB staff presented the proposal to the board's Education Committee on November 10, 2004, and to the full board on December 10, 2004. On December 10, the board approved the staff proposal and authorized a negotiated rule-making process to establish new freshmen admission requirements in the Washington Administrative Code.

Board Action Requested

After the December 10 board action, staff filed a notice of intent to adopt new rules with the Code Reviser's Office. The rule making process now requires that draft rules and details of scheduled public hearings be advertised in the Washington State Register and other appropriate media. At its January 27, 2005 meeting, the board will be asked to approve draft rules language for new minimum freshman admission requirements, and to direct staff to file the appropriate paperwork (Form CR 102) with the Code Reviser, including draft rules, and the dates, times and locations for scheduled public hearings. After taking public comment into account, the board will consider adoption of permanent rules during its regular meeting on June 23, 2005.

Proposed Rules

If adopted by the board, the rules would take effect for freshmen seeking admission to a public four-year college or university during and after the summer academic term of 2008. The proposed rules would bring four key revisions to the current minimum admission requirements:

- **Increase the high school mathematics requirement.** Currently, students must complete three credits of math in high school: algebra, geometry and intermediate algebra. This proposal would increase the mathematics requirement, allowing students to choose one of two options:
 - Successful completion of three credits of math through intermediate algebra or integrated math III, and one credit of elective math, algebra-based science, statistics, or similar courses. At least one of the four credits would need to be earned during the high school senior year;or
- Successful completion of math through pre-calculus.
- **Revise the high school science requirement.** Currently, students are required to earn two credits of science, of which one must be laboratory-based. The proposal would require two credits of laboratory-based science, of which one would require the student to understand and use algebra. In a 2000 resolution (00-11), the board approved this change for entering college freshmen in 2010. This proposal would advance that requirement to entering freshmen in 2008.
- **Require students in each year of high school to earn at least three credits in courses that are required for college admission.**
- **Eliminate the statewide college Admission Index,** a formulaic scoring and ranking system used to evaluate high school graduates based on their cumulative grade point averages and scores on the SAT or ACT college entrance exams. Students would still have to achieve at least a 2.0 Grade Point Average on a 4.0 scale and submit college entrance examination scores (SAT or ACT) to be considered for admission.

If, after a period of public review and comment, the board ultimately approves these changes or some modification of them, staff would work vigorously to communicate the new requirements to students, parents and schools in the years leading up to their implementation, and for as long as they remain in effect.

A draft of the proposed rules is attached for the board's review.

Next Steps

Upon approval of the draft language, board staff will file a notice of proposed rule making, along with the draft rules, with the state Code Reviser. The board will then hold three public hearings on the proposed rules:

Date	Time	City	Location
April 7, 2005	4 p.m.	Spokane	Washington State University Riverpoint Phase One Auditorium
April 12, 2005	3 p.m.	Des Moines	Highline Community College Library Board Room
April 19, 2005	4 p.m.	Ellensburg	Central Washington University Student Union Building

The board also will accept written public testimony through May 20, 2005. Following a comprehensive review, the board will be asked to adopt the rules in their final form during their June 23, 2005 meeting. If approved, the new rules would be established in the Washington Administrative Code on August 7, 2005.



PROPOSED RULE MAKING

CR-102 (June 2004)

(Implements RCW 34.05.320)

Do **NOT** use for expedited rule making

Agency: Higher Education Coordinating Board

- ☒ **Preproposal Statement of Inquiry was filed as WSR 05-01-145 ; or**
☐ **Expedited Rule Making--Proposed notice was filed as WSR; or**
☐ **Proposal is exempt under RCW 34.05.310(4).**

- ☒ **Original Notice**
☐ **Supplemental Notice to WSR**
☐ **Continuance of WSR**

Title of rule and other identifying information: (Describe Subject)

Higher Education Coordinating Board Minimum Requirements for Freshman Admission

Hearing location(s):

WSU Riverpoint Campus
 535 E. Trent Avenue
 Phase One Building —
 Auditorium (SCLS 122)
 Spokane, WA 99202
April 7, 2005 — 4 p.m.

Highline Community College
 2400 S. 240th St.
 Library Board Room
 Des Moines, WA 98000
April 12, 2005 — 3 p.m.

Central Washington University
 400 E. University Way
 Student Union Building —
 Yakama Room
 Ellensburg, WA 98926
April 19, 2005 — 4 p.m.

Submit written comments to:

Name: John McLain, Associate Director
 Address: 917 Lakeridge Way, PO Box 43430,
 Olympia, WA 98504
 e-mail: admissionstandards@hecb.wa.gov
 fax: (360)753-7808

by 5 p.m. May 20, 2005

Date of intended adoption: July 6, 2005
 (Note: This is **NOT** the **effective** date)

Assistance for persons with disabilities: Contact
 Renae Watts by April 1, 2005
Renaew@hecb.wa.gov or (360) 753-7800

Purpose of the proposal and its anticipated effects, including any changes in existing rules:

No current rules exist. The Higher Education Coordinating Board governs freshman admission policies by a series of board resolutions and agency guidelines. These rules would bring four changes to the current admission policy requirements and for the first time make the admission requirements part of the Washington Administrative Code. The four changes are:

1. Increasing the high school math requirement from three credits to four;
2. Revising the science requirement to include two credits of laboratory based science, one of which must be algebra based;
3. Requiring admission applicants in each year of high school to earn at least three credits in courses required for college admission; and
4. Eliminating the statewide admission index, a formula for evaluating admission applicants that is based on standardized test scores and high school grades.

Reasons supporting proposal:

Research and the recent experiences of freshman students entering Washington public baccalaureate institutions has showed that the current minimum standards for admission , first adopted in 1988, no longer adequately prepare students for college-level study.

Establishing the admission standards in the Washington Administrative Code

Statutory authority for adoption: RCW 28B.76.290 (1)

Statute being implemented: RCW 28b.76.290 (1)

Is rule necessary because of a:

Federal Law? ☐ Yes ☒ No
 Federal Court Decision? ☐ Yes ☒ No
 State Court Decision? ☐ Yes ☒ No
 If yes, CITATION:

CODE REVISER USE ONLY

DATE: February 16, 2005

NAME: John F. McLain

SIGNATURE:

TITLE: Associate Director

(COMPLETE REVERSE SIDE)

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:

None.

Name of proponent: (person or organization)

Higher Education Coordinating Board

- ☐ Private
☐ Public
☒ Governmental

Name of agency personnel responsible for:

	Name	Office Location	Phone
Drafting	John McLain	917 Lakeridge Way, Olympia, WA 98504-3430	(360) 753-7833
Implementation	(same)	(same)	(same)
Enforcement	(same)	(same)	(same)

Has a small business economic impact statement been prepared under chapter 19.85 RCW?

☐ Yes. Attach copy of small business economic impact statement.

A copy of the statement may be obtained by contacting:

Name:

Address:

phone () _____
fax () _____
e-mail _____

☒ No. Explain why no statement was prepared.

The small business impact statement is not required according to RCW 19.85 and RCW 34.05.310 (4).

Is a cost-benefit analysis required under RCW 34.05.328?

☐ Yes A preliminary cost-benefit analysis may be obtained by contacting:

Name:

Address:

phone () _____
fax () _____
e-mail _____

☒ No: Please explain:

The cost-benefit analysis is not required according to RCW 34.05.328 (5).

Chapter 250-83 WAC

REQUIREMENTS FOR FRESHMAN ADMISSION

NEW SECTION

WAC 250-83-010 Definitions. "Public baccalaureate institution" or "institution" means any college or university which is operated by the state of Washington and awards bachelor's degrees: The University of Washington, Washington State University, Central Washington University, Eastern Washington University, The Evergreen State College, Western Washington University, and any baccalaureate institution created or acquired by the state of Washington subsequent to the adoption of these rules and operated by the state of Washington to award bachelor's degrees.

"Freshman" means a student who has not enrolled in college course work after leaving high school, and who may or may not have earned college credits while in high school.

"Applicant" means a person seeking admission as a freshman to a public baccalaureate institution.

"Core courses" are those courses that are designed to prepare students for college and that applicants must complete to be considered for admission as freshmen to a public baccalaureate institution. The higher education coordinating board determines the academic subject areas in which applicants must complete core courses. Each local school district, in consultation with the higher education coordinating board, determines which of its individual course offerings meet the definition of a core course.

"High school credit" or "credit" shall be as defined by the state board of education in WAC 180-51-050.

"Algebra-based science course" means a science course that requires students to use the knowledge and skills generally obtained in the first year of high school algebra. An algebra-based science course should as a prerequisite require concurrent enrollment in or successful completion of first year high school algebra.

"ACT assessment" or "ACT" means the college entrance examination published by ACT, Inc., Iowa City, Iowa.

"SAT reasoning test" or "SAT" means the college entrance examination published by the College Board, New York, New York.

NEW SECTION

WAC 250-83-020 Effective date. These rules take effect for all freshmen seeking admission to the state's public baccalaureate institutions during and after the summer 2008 academic term.

NEW SECTION

WAC 250-83-030 Replacement of previous admission guidance and policies. These rules supersede previously established higher education coordinating board guidance and policies governing minimum basic admission requirements and alternative admission requirements for freshmen.

NEW SECTION

WAC 250-83-040 Purpose. The purpose of the minimum admission requirements for freshmen is to ensure that:

✎ Freshmen selected to enroll at the state's public baccalaureate institutions are academically prepared for college;

✎ The amount of remedial instruction required for recent high school graduates is minimized; and

✎ Students and families understand that completion of a rigorous high school curriculum in high school is critically important for success in college.

NEW SECTION

WAC 250-83-050 Minimum requirements for freshman admission. Applicants seeking admission as freshmen to a public baccalaureate institution must:

(1) Successfully complete the following core courses:

✎ Four credits of English, including three credits of literature and composition; may include one credit of elective English, such as creative writing, journalistic writing, and English as a second language; and

✎ Three credits of social science; and

✎ Two credits of laboratory science, including one credit of algebra-based biology, chemistry, or physics; and

✎ Two credits of the same foreign language, the same native American language, or American sign language; and

✎ One credit of fine, visual, or performing arts, or one additional credit in mathematics, English, social science, laboratory science, foreign language, native American language, or American sign language; and

✎ Four credits of mathematics, with at least one credit completed in the senior year of high school, including:

- One credit each of algebra, geometry, and intermediate algebra or three credits of integrated mathematics through integrated mathematics III; and

- One credit that may include courses such as a mathematics elective, statistics, or an algebra-based science course.

Students who successfully complete precalculus or mathematics analysis before high school graduation will be considered to have met the mathematics requirement.

Applicants who achieve proficiency on the mathematics section of the tenth-grade Washington assessment of student learning will be determined to have completed the first year of high school algebra and geometry, or integrated mathematics I and II.

Applicants who achieve proficiency on the reading and writing sections of the tenth-grade Washington assessment of student learning will be determined to have completed the first two years of high school core course requirements in English.

Applicants are encouraged to take additional core courses in high school when available.

(2) A minimum of three credits of core courses each year of high school including the senior year.

(3) Earn a minimum unweighted cumulative grade point average of 2.00 on a 4.00 scale.

(4) Take the SAT reasoning test or the ACT assessment and submit examination scores to each institution where the applicant is applying for admission.

NEW SECTION

WAC 250-83-060 Exceptions to the minimum freshman admission requirements. Colleges and universities recognize that experiences and activities in addition to academic achievement can contribute to a successful college application, and that students with diverse experiences and backgrounds contribute to a healthy and vibrant higher education learning community. Therefore, institutions may consider factors such as their grade point averages, test scores, the overall strength of their high school curricula, and nonacademic characteristics such as their personal essays, community activities, personal circumstances or special talents. No more than fifteen percent of the freshmen enrolled annually at each institution may be deficient in their completion of core courses.

International applicants are not required to provide SAT or ACT test scores. Other applicants unable to provide SAT or ACT test scores may petition the institution for a waiver. No more than five percent of freshmen enrolled annually at each institution may receive waivers from this requirement.

NEW SECTION

WAC 250-83-070 Authority and responsibilities of institutions. Each institution may establish additional requirements that exceed these minimum requirements for admission at that institution.

Each institution establishes the procedures applicants must follow and the deadlines that applicants must meet to be considered for admission at that institution.

Each institution establishes the processes by which applicants are selected for admission at that institution.

Institutions have a responsibility to all applicants to determine whether they have met minimum core course requirements.

Institutions reserve the right to request additional information about the academic credentials presented by applicants for admission from high schools and other education providers.

RESOLUTION NO. 05-01

WHEREAS, The Higher Education Coordinating Board has statutory authority to establish minimum basic admission standards for freshmen entering the state public universities and The Evergreen State College; and

WHEREAS, Minimum admission standards provide information to students, parents and schools about the rigorous academic preparation that is required for success in college; and

WHEREAS, Washington's higher education community has reached broad agreement that the board's current minimum admission standards for freshmen, adopted in 1988, no longer reflect the level of academic preparation students need to perform at the college level; and

WHEREAS, The board at its December 10, 2005 meeting agreed to begin a rule-making process for the creation of proposed new minimum admission standards for freshmen; and

WHEREAS, Washington residents need to know, understand, and have the opportunity to comment on proposed admission standards;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the draft rules language for proposed new minimum admissions standards for freshmen entering a public four-year college or university in the summer of 2008 or later; and

BE IT FURTHER RESOLVED, That the board will conduct three public hearings on the proposed rules — one in Spokane, one in Ellensburg, and one in Des Moines; and

BE IT FURTHER RESOLVED, That board staff will file the appropriate forms with the Code Reviser's office to publicize draft rule language and public hearing dates in the Washington State Register and other media; and

BE IT FURTHER RESOLVED, That before taking final action on the proposed rules during its June 23, 2005 meeting, the board will consider all public comment on the proposed rules submitted at the hearings or in writing, and may consider revisions to the proposed rules as needed.

Adopted:

January 27, 2005

Attest:

Bob Craves, Chair

Gene Colin, Secretary



January 2005

**The Future of Washington's Branch Campuses:
HECB Report on Branch Campus Development Plans (HB 2707)**

The HECB findings regarding the future branch campus development plans proposed by Washington's two research universities under the terms of legislation enacted last year (HB 2707) will be the subject of a special board work session on Monday, January 24. The board's draft HB 2707 report will be available on-line before the regularly scheduled January 27 meeting, when printed copies also will be available.

For information about the special meeting on January 24, please contact Belma Villa at 360-753-7810.

January 2005

Financial Aid Update

Background

The purpose of this report is to provide the members of the Higher Education Coordinating Board with an update of financial aid spending for the 2003-04 academic year, and projected spending for 2004-05. The report also includes the number of students served.

The Higher Education Coordinating Board (HECB) administers 12 student financial aid programs with a \$157.7 million budget for the 2004-05 academic year.

In 2003-04, 72 institutions throughout Washington participated in state-supported financial aid programs. These institutions served about 139,000 needy students (40 percent of all enrolled students) with some form of need-based financial aid from federal, state, institutional and private sources. A total of \$1.37 billion was provided to students in the form of grants, work-study awards, and loans.

Approximately 18 other colleges and universities in Washington participate in federal financial aid programs, but because they do not report student information to the HECB, this report covers only those students who attend the colleges and universities that participate in state programs. The HECB staff estimate these students represent 97 percent of all needy students enrolled in the state.

Sources and Types of Aid to Needy Students in Washington, 2003-2004

The figures in charts 1 and 2 represent financial aid disbursed to Washington students for the 2003-04 academic year. These figures were reported to the HECB by the 72 colleges and universities participating in the State Need Grant program.

Chart 1

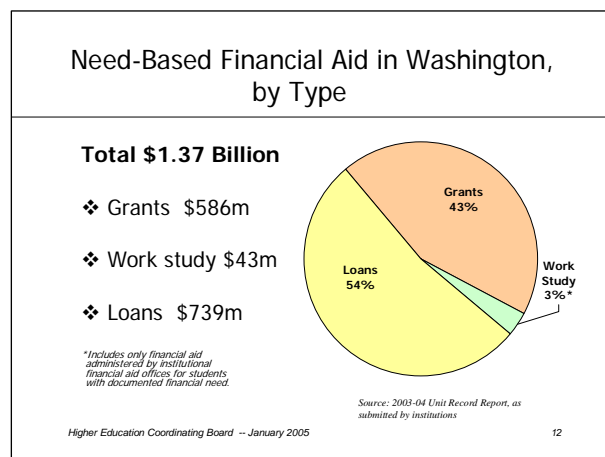
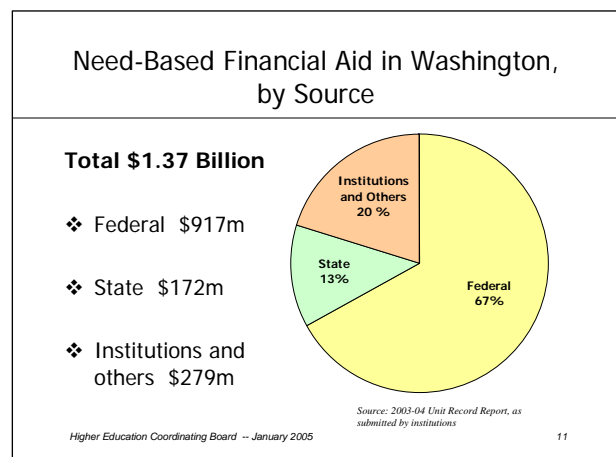


Chart 2



A total of 66,500 students received aid from Washington state programs, with 6,711 participating in more than one program. Chart 3 shows the program expenditures and the number of students served in the 2003-04 fiscal year.

Chart 3

Public Purpose	Program	Total Dollars Awarded	Number of Recipients	Award Amount 2003-2004
Opportunity for Equitable Access	State Need Grant <ul style="list-style-type: none"> Need-based grant for up to five years of study Lowest-income undergraduates. Goal: 65% median family income (MFI). Current income cut-off: 55% MFI. 	\$114.2 million	54,208	Maximum Awards Community/Tech \$2,062 Private Career \$2,062 Comprehensive \$3,237 Research Univ. \$4,081 Indep. Col./Univ. \$4,315
	State Work Study <ul style="list-style-type: none"> Part-time work for financially needy undergraduate & graduate students 			Varies \$2,000 - \$5,000
	Educational Opportunity Grant <ul style="list-style-type: none"> Need-based grant for junior and senior year of college 			\$2,500
Affordability and Merit	Washington Promise Scholarship <ul style="list-style-type: none"> Two-year merit scholarship Must meet both merit and income criteria 	\$6.2 million	7,011	\$930
Merit	Washington Scholars <ul style="list-style-type: none"> Four-year merit scholarship Three high school students from each legislative district 	\$1.9 million	429	100% public sector tuition and fees
	Washington Award for Vocational Excellence <ul style="list-style-type: none"> Two-year merit scholarship Three vocational students from each legislative district 	\$697,000	258	100% public sector tuition and fees
Targeted	Health Professional Loan Repayment & Scholarship Programs <ul style="list-style-type: none"> Participants agree to work in medically underserved areas or in health professional shortage areas in Washington 	\$1.1 million	55	18 at \$60,000 avg. 37 at \$6,500 avg.
	WICHE Professional Student Exchange <ul style="list-style-type: none"> Conditional loans to study optometry or osteopathy, which are not offered in Washington 	\$169,800	14	Optometry \$10,700 Osteopathy \$15,700
	Future Teachers Conditional Scholarship Program <ul style="list-style-type: none"> Conditional loans to K-12 classified employees studying to become teachers 	\$127,000 <i>Funded by Trust Funds</i>	38	\$4,000
	American Indian Endowed Scholarship <ul style="list-style-type: none"> Annual scholarships for financially needy undergraduate students with close social and cultural ties to a Native American community 	\$19,500 <i>Funded by Endowment Earnings</i>	17	\$1,150

Continued, next page...

Public Purpose	Program	Total Dollars Awarded	Number of Recipients	Award Amount 2003-2004
<i>Other</i>	Community Scholarship Matching Grant <ul style="list-style-type: none"> Provides matching grants to community-based 501(c)(3) organizations raising money for their own scholarships 	\$246,000	123 <i>Funds Awarded to Organizations, not Students</i>	\$2,000
TOTAL DOLLARS AWARDED			\$145.0 Million	

The Washington Legislature has appropriated \$158 million for state aid programs for 2004-05. Chart 4 displays the appropriations by program and the number of students that are estimated to be served.

Chart 4

Program	General Fund Appropriations FY 2005	Estimated Number of Recipients	Current or Average Award Amount 2004-2005
State Need Grant	\$124.9 million	55,500	Maximum Awards Community/Tech. \$2,212 Private Career \$2,212 Comprehensive \$3,491 Research Univ. \$4,416 Indep. Col./Univ. \$4,650
State Work Study	\$17.0 million	8,100	Varies \$2,000 - \$5,000
Educational Opportunity Grant	\$2.9 million	1,145	\$2,500
Washington Promise Scholarship	\$8.4 million	7,500	\$1,176
Washington Scholars	\$2.1 million	461	100% public sector tuition and fees
Washington Award for Vocational Excellence	\$800,000	276	100% public sector tuition and fees
Health Professional Loan Repayment & Scholarship Programs	\$1.1 million	55	18 at \$60,000 avg. 37 at \$6,500 avg.
WICHE Professional Student Exchange	\$430,000	14	Optometry \$11,100 Osteopathy \$16,300
Washington Center Scholarships	\$60,000	15	\$4,000
TOTAL APPROPRIATIONS		\$157.7 million	

State Need Grant Program Update

In 2003-04, the State Need Grant program distributed \$114.2 million in grants to 54,168 students. When the year ended, the institutions reported that another 6,000 students were eligible for grants but did not receive them due to a lack of funds.

During 2004-05, the HECB staff estimates the program will provide \$126.4 million in grants to about 55,500 students. It is too early in the academic year to accurately predict the number of eligible enrolled students who will not receive grant due to a lack of funds. However, institutional progress reports indicate that there will again be many unserved students.

See detail in Appendix A.

State Work Study Program Update

In 2003-04, about 9,200 students were able to help themselves with their college costs by earning nearly \$23 million through the State Work Study (SWS) program. Based on a student's financial need, college aid administrators establish a maximum amount each student can earn through the program. As the student earns wages, the employer pays the student, and is subsequently reimbursed for a portion of the student's earnings (usually between 65 and 80 percent). In 2003-04, employer reimbursements totaled \$17.4 million. The employers' matching funds totaled \$5.5 million for the year.

With no new funds for 2004-05, and student award amounts predicted to increase slightly based on rising college costs, we estimate the program appropriation of \$17 million will serve about 8,100 students this year. Mid-year reports from schools indicate that they have many students on waiting lists requesting work study and many employers with SWS positions unfilled.

See detail in Appendix B.

State Need Grant Update

Overview

Included in this update of the State Need Grant (SNG) program's expenditures and activity is a summary of the 2003-04 year-end reconciled disbursements and a report on 2004-05 activity to date. Currently, 72 institutions participate in the SNG program. This appendix includes a history of SNG expenditures and a breakdown by college or university of 2003-04 institutional expenditures, along with the 2004-05 reserves.

2003-04 Summary

In 2003-04, the HECB had a total of \$114.2 million available for awards to students, including about \$2.7 million from federal matching funds. Effectively, 100 percent of the total available funding was expended to serve 54,168 students. Just \$201 was returned to state general fund. Attached is a table detailing the numbers of students served and dollars disbursed by sector, and at each college and university (Chart 9). With the exception of the 1999-00 academic year, SNG expenditures have always been greater than 99 percent of available funds (Chart 7).

In 2003-04, the income eligibility cutoff was 55 percent of the state's median family income, or about \$36,500 for a family of four. The grant award amounts vary by sector. As a percentage of tuition, the grant awards ranged from 96.3 percent of tuition at the community colleges down to 85.2 percent at the public research institutions (Chart 5).

Over the past few years substantial increases have been seen in the numbers of SNG eligible students enrolling in post-secondary education. At the end of the 2002-03 year, colleges and universities reported that about 6,000 eligible students were left unserved due to a lack of funding. In 2003-04, despite a \$6 million increase in funding and serving over 1,000 additional students, colleges and universities still reported that about 6,000 eligible students were left unserved due to a lack of funds.

Chart 5

2003-2004				
Sector	SNG Award Amounts	Average Sector Tuition *	Difference between SNG Award and Tuition	SNG Award as a % of Tuition
Research	\$4,081	\$4,793	\$712	85.15%
Regionals	\$3,237	\$3,631	\$394	89.15%
CTC/Private Voc	\$2,062	\$2,142	\$80	96.27%
Private 4 Year	\$4,315	\$4,793	\$478	90.03%
*The maximum grant for SNG recipients at private four-year colleges is limited to the value of tuition and fees at the public four-year research institutions. Therefore the tuition recognized for private four-year colleges is the same as the public research universities.				

2004-05 Update

For the 2004-05 academic year, the HECB has \$126.4 million available for grants to students, which includes about \$1.5 million from federal matching funds. The HECB staff expect that about 55,500 students will be served with the grant this year. Included in this appendix is a table showing the current SNG reserves by college or university (Chart 9).

The 2004-05 state operating budget proviso indicated that the HECB is to first serve students at the 55 percent income cutoff level. Grants were increased on a dollar-for-dollar basis to keep pace with public sector tuition and fee increases. For the first time in two years SNG-eligible students were held harmless in response to the tuition increases. However, significant gaps still remain between the award and full funding of the tuition goal.

Schools are required to submit quarterly Interim Reports detailing their SNG expenditures and the eligibility of their enrolled students. Based on the early November report, it appears that the SNG program will again be 100 percent expended by the end of the 2004-05 academic year.

While the November report comes too early in the processing year to provide a definitive count of unserved students, it appears as though there will again be more SNG eligible students enrolling than there are funds to serve them. The next quarterly Interim Report is due in February.

Chart 6

2004-2005				
Sector	SNG Award Amounts	Average Sector Tuition*	Difference between SNG Award and Tuition	SNG Award as a % of Tuition
Research	\$4,416	\$5,108	\$692	86.46%
Regionals	\$3,491	\$3,879	\$388	90.00%
CTC/Private Voc	\$2,212	\$2,313	\$101	95.63%
Private 4 Year	\$4,650	\$5,108	\$458	91.04%
*The maximum grant for SNG recipients at private four-year colleges is limited to the value of tuition and fees at the public four-year research institutions. Therefore, the tuition recognized for private four-year colleges is the same as the public rese				

Chart 7

**State Need Grant General Fund - State Expenditures
Compared to General Fund - State Appropriations
Fiscal Year 1991 through Fiscal Year 2004**

Year/Biennium	General Fund – State Appropriation (in millions)	Unspent (in millions)	Percent Expended
1991-93 Biennium	\$42.40	\$0.00	100.00%
1993-95 Biennium	\$95.00	\$0.30	99.70%
FY 1996	\$55.30	\$0.30	99.50%
FY 1997	\$57.20	\$0.00	100.00%
FY 1998	\$67.30	\$0.70	99.00%
FY 1999	\$74.00	\$0.40	99.50%
FY 2000	\$80.20	\$4.10	94.90%
FY 2001	\$87.70	\$0.00	100.00%
FY 2002	\$90.60	\$0.00	100.00%
FY 2003	\$104.90	\$0.11	99.90%
FY 2004	\$111.63	\$0.00	100.00%

Chart 8

2003-04 Summary		2004-05 Summary	
2003-2004 SNG appropriation	\$111,628,000	State appropriation	\$124,901,000
Add federal LEAP/SLEAP funds	\$2,681,908	Federal LEAP/SLEAP funds	\$1,476,556
Less administrative allowance	\$0	SNG total available for grants	\$126,377,556
Less end-of-year transfer (expended as work-study grants to	-\$138,618	Less base reserve commitment	-\$126,036,941
Available state funds for grants	\$114,171,290	Less encumbered for new schools	-\$90,615
Total expenditures to SNG students	-\$114,171,089	Less funds reserved for transfer students	-\$250,000
Unexpended	\$201	Uncommitted SNG	\$0

Chart 9

State Need Grant	2003-04 Year-end Statistics			2004-05 Reserves
Sector	SNG Amount Awarded to Students (includes matching funds from the federal LEAP program)	Unduplicated Recipients	Full Time Equivalent Conversion	SNG Amount Awarded to Students (includes matching funds from the federal LEAP program)
Research	\$31,019,458	8,950	7,857	\$33,658,881
Comprehensive	\$20,873,322	7,576	6,588	\$22,233,221
Reciprocity	\$9,794	6	5	\$10,000
Private Four Year	\$10,925,994	2,972	2,639	\$12,941,072
Community and Technical	\$47,483,486	32,306	23,297	\$52,615,847
Private Career	\$3,859,035	2,358	1,879	\$4,577,919
Total	\$114,171,089	54,168	42,264	\$126,036,941
Research				
University of Washington	\$18,799,160	5,334	4,774	\$20,319,091
Washington State University	\$12,220,298	3,616	3,083	\$13,339,790
Comprehensive				
Central Washington University	\$5,763,525	2,121	1,829	\$6,086,034
Eastern Washington University	\$6,255,204	2,269	1,960	\$6,446,815
The Evergreen State College	\$3,037,837	1,064	958	\$3,348,196
Western Washington University	\$5,816,756	2,122	1,841	\$6,352,176
Reciprocity				
North Idaho College	\$9,794	6	5	\$10,000
Private Four Year				
Antioch	\$177,058	60	76	\$393,652
Bastyr College	\$166,248	45	40	\$170,370
Cornish College	\$414,111	101	97	\$764,612
Heritage University	\$1,484,739	437	351	\$1,538,823
Gonzaga University	\$1,204,050	303	287	\$1,441,697
Northwest University	\$529,505	140	130	\$661,022
Pacific Lutheran University	\$1,819,560	509	439	\$1,890,450
Saint Martin's College	\$647,018	180	156	\$873,055
Seattle Pacific University	\$843,545	226	204	\$1,096,420
Seattle University	\$1,398,045	391	331	\$1,583,173
University of Puget Sound	\$430,396	109	103	\$453,490
Walla Walla College	\$526,588	132	122	\$608,841
Whitman College	\$160,369	38	38	\$172,262
Whitworth College	\$1,036,314	275	247	\$1,188,406
NW College of Art	\$22,274	6	4	\$20,047
Henry Cogswell	\$66,174	20	16	\$84,753
Community and Technical				
Bellevue Community College	\$1,258,569	867	628	\$1,572,628
Big Bend Community College	\$1,146,243	703	548	\$1,273,951
Centralia College	\$785,407	592	379	\$942,976
Clark College	\$1,882,867	1,322	972	\$2,542,823
Columbia Basin College	\$1,502,538	1,058	728	\$1,610,033
Edmonds Community College	\$1,509,513	945	727	\$1,779,067
Everett Community College	\$1,099,502	678	520	\$1,437,587
Pierce Community College	\$1,524,906	1,021	737	\$1,651,644

Financial Aid Update – State Need Grant
Appendix A

Sector	SNG Amount Awarded to Students (includes matching funds from the federal LEAP program)	Unduplicated Recipients	Full Time Equivalent Conversion	SNG Amount Awarded to Students (includes matching funds from the federal LEAP program)
Grays Harbor College	\$868,871	581	427	\$892,805
Green River Community College	\$936,920	812	577	\$1,226,721
Highline Community College	\$1,856,318	1,227	892	\$2,026,763
Lower Columbia College	\$1,287,796	881	628	\$1,468,779
South Puget Sound Community College	\$1,363,100	928	647	\$1,598,929
Olympic College	\$1,442,544	954	689	\$1,536,284
Peninsula College	\$753,303	542	376	\$735,686
Seattle Central Community College	\$1,897,003	1,268	944	\$1,819,321
North Seattle Community College	\$781,996	537	383	\$911,294
South Seattle Community College	\$764,455	516	380	\$858,677
Shoreline Community College	\$1,243,094	969	626	\$1,295,492
Skagit Valley College	\$1,270,447	911	669	\$1,365,197
Spokane Community College	\$5,044,065	3,318	2,344	\$5,214,875
Spokane Falls Community College	\$3,485,590	2,151	1,621	\$3,649,890
Tacoma Community College	\$2,602,015	1,931	1,330	\$2,921,020
Walla Walla Community College	\$1,254,202	827	624	\$1,277,223
Wenatchee Valley College	\$1,517,774	933	745	\$1,808,266
Whatcom Community College	\$992,429	800	529	\$1,040,494
Yakima Valley College	\$2,545,754	1,696	1,222	\$2,862,701
Northwest Indian College	\$309,608	223	141	\$314,332
Cascadia	\$224,767	175	123	\$310,373
Bates Technical College	\$983,198	635	491	\$1,008,342
Bellingham Technical College	\$419,003	301	211	\$452,304
Clover Park Technical College	\$1,402,576	977	685	\$1,402,600
Lake Washington Technical College	\$626,246	384	307	\$800,214
Renton Technical College	\$609,953	419	304	\$663,417
Seattle Vocational Institute	\$290,915	224	143	\$343,138
Proprietary				
ITT Technical Institute-Seattle	\$229,443	166	115	\$218,569
ITT Technical Institute-Spokane	\$400,028	293	198	\$489,209
Business Computer Training Institute	\$1,185,418	611	573	\$1,131,408
Divers Institute of Technology	\$15,465	9	8	\$17,050
International Air Academy	\$74,608	55	36	\$101,543
Interface Computer School	\$164,084	107	70	\$153,275
Crown College	\$50,401	49	25	\$48,422
Gene Juarez Academy	\$200,581	112	100	\$204,498
Bryman College	\$346,092	219	171	\$761,428
Art Institute of Seattle	\$657,135	414	325	\$901,842
Perry Technical Institute	\$188,466	126	95	\$184,583
Court Reporting Institute	\$138,727	81	66	\$147,097
Clare's Beauty School	\$114,820	59	51	\$113,524
Glen Dow Academy	\$93,767	57	47	\$105,471

State Work Study Update

Overview

Included in this update on the State Work Study (SWS) program's expenditures and activity are summaries of 2003-04 year-end student earnings and reconciled program expenditures. With no additional money to be distributed for 2004-05, program expenditures are predicted to closely mirror 2003-04 expenditures. Also included with this update is information about some of the employers who typically contract to participate in the program. Currently 56 institutions participate and almost 3,000 employers contract annually with the SWS program.

2003-04 Summary

The SWS program was created in 1974, five years after the creation of the SNG program. This self-help aid program provided by the state is designed to assist a broader band of disadvantaged students – any financially needy student, not just the lowest income students helped by the SNG program. The assistance is meant to complement grant and scholarship aid.

Based on a student's financial need, the college or university establishes the SWS award. The award is the maximum amount that the student can earn. The employer pays the student, and is subsequently reimbursed for a portion of the student's earnings (usually between 65 and 80 percent). In 2003-04, employer reimbursements totaled \$17.4 million. The employers' matching funds totaled \$5.5 million for the year. Included in this appendix is a school-by-school table detailing the student earnings, including employer match and the number of students served (Chart 11).

In 2003-04, 100 percent of the appropriation was spent, as has been the case over most of the last ten years (Chart 12). The history of the appropriation also illustrates the limited increases in program funding over the past ten years. Over time, rising costs, growth in the number of needy students, and a lack of funding increases, have led to a lower ratio of needy students being served by the program. As recently as 1997-98, one in 12 financially needy students received an SWS award. It is predicted that – without funding increases – by the end of the next biennium the number of needy students served will decline to one in 18.

In 2003-04, just over half the students participating were independent students with an average family income of \$12,830. Family income averaged \$40,249 for dependent students with a family of four. Median age was 23, 65 percent of the students were female, and 24 percent reported being an ethnic or racial minority. The program's intent is to serve a broad spectrum of students while placing a priority on serving Washington residents, but some graduate students and some non-resident students also participated. Program-wide, students earned an average of 15 percent of the cost to attend. However, both costs and average earnings vary greatly by sector.

Chart 10

Sector	Average Cost to Attend	SWS Average Earning Amounts	Number of Recipients
Public Four Year	\$14,000	\$2,303	2,683
CTC	\$11,900	\$2,218	3,613
Private Four Year	\$29,800	\$2,964	2,931

Based on a survey of participating institutions, students' need, and institutions have the capacity to administer, up to \$8 million more in SWS earnings per year. At this level of operation, students in Washington would be borrowing that much less.

2004-05 Update

For 2004-05, the HECB has \$16.7 million available for the program from state and federal sources. The board staff expect that about 8,100 students will be served this year. There is no increase in funding in 2004-05, therefore it is assumed that all funds will again be 100 percent expended.

State Work Study Employers

Integral to the program are the employers that participate by providing employment opportunities so that students can build workplace skills, test career choices, and contribute their talents. While some students without any work experience at all are best served by a work experience on campus, almost 40 percent of the SWS students successfully work in off-campus settings. On-campus experiences can range from students without English proficiency learning to file to students working on medical research projects. Off-campus employment can offer equally diverse opportunities to students. Nearly 3,000 off-campus employers contract annually to accept SWS eligible students. They include governmental, non-profit and for-profit companies. Many provide opportunities in high demand sectors of employment. Examples of off-campus SWS employers by business type are included at the end of this appendix.

Chart 11
2003-04 Earnings of SWS Students

Sector	SWS Amount Earned by Students	Recipients
Public Four Year	\$6,177,849	2,683
Private Four Year	\$8,688,779	2,931
Community & Technical Colleges	\$8,012,786	3,613
Total	\$22,879,414	9,227
<i>Public Four Year</i>		
University of Washington	\$1,561,678	440
Washington State University	\$1,783,662	1174
Central Washington University	\$731,089	241
Eastern Washington University	\$813,816	332
The Evergreen State College	\$251,217	122
Western Washington University	\$1,036,387	374
<i>Private Four Year</i>		
Antioch University	\$13,440	6
Bastyr College	\$153,033	129
Cornish College of The Arts	\$240,363	139
Henry Cogswell	\$31,330	11
Heritage University	\$174,612	72
Gonzaga University	\$1,854,368	515
Northwest University	\$176,125	55
Pacific Lutheran University	\$884,349	304
Saint Martin's College	\$194,962	64
Seattle Pacific University	\$1,177,467	392
Seattle University	\$1,915,072	497
University of Puget Sound	\$861,011	266
Walla Walla College	\$296,399	93

Whitman College	\$191,272	171
Whitworth College	\$524,976	217
Community & Technical Colleges		
Bellevue Community College	\$237,003	91
Big Bend Community College	\$281,259	142
Cascadia Community College	\$130,712	36
Centralia Community College	\$107,723	50
Clark College	\$372,247	180
Columbia Basin College	\$305,938	115
Edmonds Community College	\$228,537	85
Everett Community College	\$63,373	31
Pierce Community College	\$176,081	58
Grays Harbor Community College	\$158,384	70
Green River Community College	\$16,766	8
Highline Community College	\$164,247	92
Lower Columbia College	\$781,407	329
South Puget Sound Community	\$130,614	35
Olympic college	\$110,248	32
Peninsula College	\$63,898	34
Seattle Central Community College	\$200,571	71
North Seattle Community College	\$310,428	189
South Seattle Community College	\$103,800	48
Shoreline Community College	\$240,498	104
Skagit Valley College	\$78,589	42
Spokane Community College	\$779,285	388
Spokane Falls Community College	\$647,982	346
Tacoma Community College	\$688,648	234
Walla Walla Community College	\$92,627	34
Wenatchee Valley Community College	\$112,798	69
Whatcom Community College	\$293,572	100
Yakima Valley Community College	\$190,312	119
Northwest Indian College	\$19,475	12
Bates Technical College	\$273,642	104
Bellingham Technical College	\$67,429	62
Clover Park Technical College	\$218,912	123
Lake Washington Technical College	\$213,812	57
Renton Technical College	\$144,082	113
Seattle Vocational Institute	\$7,887	10
2003-04 Program Operations		
Resources:		
State Appropriation	\$17,048,000	
Employer Match	\$5,474,197	
Federal Funds	\$682,476	
Internal Transfers	\$206,722	
	\$23,411,395	
Expenditures:		
Student Wages	\$22,879,414	
Grants to Institutions	\$92,019	
Admin. Allowance to Public Inst.	\$337,067	
HECB Administration	\$102,895	
	\$23,411,395	

Source: 2003-04 Unit Record
HECB Program History Files

Chart 12

**State Work Study General Fund - State Expenditures
Compared to General Fund - State Appropriations
Fiscal Year 1995-96 through Fiscal Year 2003-04**

Year/Biennium	General Fund – State Appropriation (in millions)	Percent Expended
FY 1995-96	\$12.1	100.0%
FY 1996-97	\$14.1	100.0%
FY 1997-98	\$15.3	100.0%
FY 1998-99	\$15.3	100.0%
FY 1999-00	\$15.3	100.0%
FY 2000-01	\$15.3	100.0%
FY 2001-02	\$16.3	99.9%
FY 2002-03	\$17.4	100.0%
FY 2003-04	\$17.0	100.0%
FY 2004-05	\$17.0	100.0%*

*Estimated

Source: FA History All Programs-Expenditure Detail

Examples of SWS Off-Campus Employers by Category, 2003-04

Almost 40 percent of SWS recipients are employed by off-campus businesses. For fiscal year 2003-04 there were nearly 3,000 eligible employers of different business types contracted to participate in the SWS program. Some of these are listed below, grouped by business types:

**Public/Federal Employers
(390)**

- City of Seattle
- Federal Home Loan
- Government Accountability Services
- Kennewick General Hospital
- King County
- Pierce County Alliance
- School Districts-Seattle and Spokane Public School Districts
- Timberland Regional Library
- US Forest Service
- Washington State Agencies - DSHS, Fish & Wildlife, etc.

Private Non-Profit (700)

- American Red Cross
- Big Brothers Big Sisters
- Boys and Girls Clubs
- Camp Fire USA
- Fred Hutchinson Cancer Research Center
- Salvation Army
- Seattle's Children Museum
- Seattle Institute for Biomedical Clinical Research
- Tulalip Tribe
- Washington Contemporary Ballet

Private For-Profit (1,900)

- Amazon.com
- American Express Financial Services
- Law Office of William Harris
- Merrill Lynch Financial Services
- Mid Columbia Engineering
- Northwest Medical Group
- Pullman Family Dentistry
- State Farm Insurance
- Sylvan Learning Center
- Zymogenetics



January 2005

Governor Locke's Proposed 2005-2007 Operating Budget

Overview

- Total proposed state general fund expenditures are \$26.154 billion and total available resources are \$26.247 billion. The remaining balance is \$93 million.
- The governor is proposing to raise \$504 million in new taxes on liquor and pop.
- The budget proposes \$1.3 billion in budget cuts, savings, and fund transfers (e.g., delaying increases in pension contributions, which will reduce 2005-07 costs by \$289 million, and transferring \$53 million of higher education maintenance costs from the state general fund to the Education Construction Fund).

Higher Education

- The governor is proposing \$260 million in policy enhancements for higher education. (In October, the Higher Education Coordinating Board recommended \$848 million in higher education policy enhancements. In December, the board scaled back its recommendations to \$400 million.)
- The proposed tax increases will fund increases in enrollments and improvements in financial aid.
- Resident undergraduate tuition may increase by up to nine percent per year over the biennium. However, funding for the State Need Grant, Washington Scholars, and WAVE financial aid programs assumes five percent tuition increases. If an institution increases tuition over five percent, it is required to increase institutional financial aid sufficiently to cover the impact to recipients of these programs.

- The budget proposes an increase of 7,126 FTE enrollment slots during the 2005-07 biennium, with 3,633 for the public two-year colleges and 3,493 for the public four-year colleges and universities.

General enrollments (public two-year colleges)	2,906
High-demand enrollments (public two-year colleges)	727
General enrollments (CWU, EWU, WWU, and TESC only)	1,861
High-demand enrollments (public four-year colleges and universities)	1,600
Veterinary medicine enrollments (WSU)	32
TOTAL FTE Enrollments	7,126

The budget does not fund any additional general enrollments at the UW, WSU, or the branch campuses.

- The budget proposes \$138 million for salary and health care benefit adjustments for higher education faculty and staff. There is no additional state funding for faculty recruitment and retention, faculty salary increments, or part-time faculty salary increases. The public four-year colleges and universities are allowed to use funds from other sources (e.g., tuition) for additional faculty salary increases. The budget also directs the State Board for Community and Technical Colleges to spend \$7.2 million on faculty salary increments and \$2 million for part-time faculty salary increases, but provides no funding to cover these costs.
- An enhancement of \$50 million is proposed for financial aid. The State Need Grant enhancement assumes tuition increases of five percent, ensures that aid keeps pace with the proposed new enrollments, and covers a portion of current students who are eligible but unserved. The enhancement for the Washington Promise Scholarship increases the grant award to 75 percent of community college tuition (up from the current 51 percent) and expands eligibility to the top 20 percent of high school graduates (up from the current 15 percent).
- In the category of specific program improvements, the budget proposes \$5 million for research (UW and WSU); \$5 million for adult basic education (SBCTC); \$5 million for the job skills program (SBCTC); \$2 million for veterinary medicine (WSU); \$350,000 for the Jefferson County Pilot Project (HECB); and \$200,000 for Washington Center Internships (HECB).
- Two items of interest to the HECB that were not included in the governor's recommendation are the statewide transfer advising system (\$1.6 million) and the student-level data system (\$500,000).

2005-07 Higher Education Operating Budget Proposals

(dollars in millions)

	HECB (Dec.)	Gov. Locke	
CURRENT BIENNIUM	\$2,697.6	\$2,692.9	
MAINTENANCE LEVEL (amount necessary to continue current services)	\$2,862.2	\$2,889.1	
PERFORMANCE CHANGES:			
Allocating Student Enrollments			
<i>SBCTC</i> : 6,300 total FTEs over two years -- 5,000 general enrollments (\$5,400 per FTE) and 1,300 high-demand/apprenticeship enrollments (\$6,900 per FTE)	\$54.0	\$31.9	<i>SBCTC</i> : 3,633 total FTEs over two years -- 2,906 general enrollments and 727 high-demand enrollments (all funded at \$6,000 per FTE)
<i>4-years (General)</i> : 5,600 total FTEs over two years -- 4,400 undergraduates (\$6,303 per FTE) and 1,200 graduate students (average of \$15,000 per FTE), including \$2.0 million for WSU veterinary medicine	\$84.1	\$17.6	<i>4-years (General)</i> : 1,893 total FTEs over two years -- 1,861 at CWU, EWU, TESC and WWU (\$5,615 - \$5,771 per FTE) and \$2.0 million for WSU veterinary medicine
<i>4-years (High-demand)</i> : 1,000 FTEs (\$11,000 per FTE)	\$16.5	\$26.4	<i>4-years (High-demand)</i> : 1,600 FTES (\$11,000 per FTE)
Salaries & Benefits			
<i>COLAs for all staff</i> : 3.2% in FY06 and 1.6% in FY07	\$97.0	\$89.1	Includes some classification revisions (Note: I-732 COLAs of 1.1% and 1.4% are included in "maintenance level" above)
<i>Employee Health Benefits</i>		\$48.8	
<i>Other</i> : (4-years) \$15 million for recruitment/retention; (CTC) \$15 million for part-time faculty salaries	\$30.0		
Expanding Student Financial Aid			
<i>State Need Grant</i> : Adjust awards to keep pace with 7% tuition increases; cover unserved students	\$75.2	\$32.8	<i>State Need Grant</i> : Adjust awards to keep pace with 5% tuition increases; cover a portion of unserved students
<i>State Work Study</i> : Adjust for increased costs and partially restore to historic service level	\$3.9		
<i>Educational Opportunity Grant</i> : Increase participation	\$0.5		
<i>Promise Scholarship</i> : Set award at \$1,400 per year	\$3.5	\$17.3	<i>Promise Scholarship</i> : Increase award to 75% of community college tuition (up from 51%); expand eligibility to top 20% of high school graduates (up from 15%)
<i>Washington Scholars/WAVE</i> : Cover 7% tuition increases	\$0.7		<i>Washington Scholars/WAVE</i> : Intent was to include 5% tuition increases in "maintenance level" above
<i>Financial Aid for Low-income Full-time Workers</i> (New pilot program)	\$2.0		

2005-07 Higher Education Operating Budget Proposals

(dollars in millions)

	<u>HECB (Dec.)</u>	<u>Gov. Locke</u>
Special Program Improvements		
Research (UW and WSU)	\$20.5	\$5.0
Adult Basic Education (SBCTC)	\$10.0	\$5.0
Job Skills Program (SBCTC)		\$5.0
Helping Transfer Students Earn Bachelor's Degrees (HECB)	\$1.6	
Measuring Student Success with Improved Data System (HECB)	\$0.5	
Jefferson County Pilot Project (HECB)		\$0.4
Washington Center Internships (HECB)		\$0.2
Other		
Maintenance & Operations - General Fund Reduction		(\$52.8)
Maintenance & Operations - Education Construction Account		\$52.9
Pension Method Change		(\$17.9)
General Inflation		(\$2.1)
TOTAL PERFORMANCE CHANGES	\$400.0	\$259.6
TOTAL PROPOSED BUDGET	\$3,262.2	\$3,148.7
PERCENTAGE INCREASE (2005-07 OVER 2003-05)	21%	17%

Governor Locke Proposed 2005-07 Operating Budget
State General Fund
(dollars in thousands)

	Total	UW	WSU	CWU	EWU	TESC	WWU	SBCTC	HECB
2003-05 Expenditure Authority	\$2,692,859	\$636,750	\$375,588	\$81,861	\$83,277	\$46,801	\$109,597	\$1,033,854	\$325,131
Total Maintenance Level	\$2,889,078	\$683,031	\$409,451	\$89,515	\$90,457	\$49,825	\$119,364	\$1,117,220	\$330,215
Performance Changes									
Maintenance & Operations (GF-S)	(\$52,756)	(\$20,108)	(\$7,876)	(\$1,886)	(\$1,726)	(\$592)	(\$2,814)	(\$17,754)	
M&O (Education Construction Fund)	\$52,898	\$20,108	\$7,876	\$1,886	\$1,726	\$734	\$2,814	\$17,754	
Pension Method Change	(\$17,917)	(\$3,857)	(\$2,712)	(\$842)	(\$697)	(\$486)	(\$1,009)	(\$8,123)	(\$191)
General Inflation	(\$2,090)	(\$7)	(\$682)	(\$50)	(\$17)	(\$10)	(\$26)	(\$1,284)	(\$14)
General Enrollment	\$47,475			\$5,665	\$5,788	\$2,083	\$2,025	\$31,914	
High-Demand Enrollments	\$26,400								\$26,400
Veterinary Medicine	\$2,028		\$2,028						
Employee Salary Adjustments	\$89,137	\$24,762	\$16,782	\$5,255	\$4,039	\$2,442	\$6,389	\$29,108	\$360
Employee Health Benefits	\$48,780	\$8,597	\$11,240	\$1,260	\$1,660	\$475	\$2,925	\$22,538	\$85
State Need Grant	\$32,797								\$32,797
Promise Scholarships	\$17,275								\$17,275
Adult Basic Education Enhancement	\$5,000							\$5,000	
Job Skills Program	\$5,000							\$5,000	
Research & Technology Transfer	\$5,000	\$3,500	\$1,500						
Washington Center Internships	\$200								\$200
Jefferson County Pilot Project	\$350								\$350
Subtotal	\$259,577	\$32,995	\$28,156	\$11,288	\$10,773	\$4,646	\$10,304	\$84,153	\$77,262
Total Proposed Budget	\$3,148,655	\$716,026	\$437,607	\$100,803	\$101,230	\$54,471	\$129,668	\$1,201,373	\$407,477
Difference	\$455,796	\$79,276	\$62,019	\$18,942	\$17,953	\$7,670	\$20,071	\$167,519	\$82,346
Percent Change from Current Biennium	16.9%	12.5%	16.5%	23.1%	21.6%	16.4%	18.3%	16.2%	25.3%
 New enrollments 2005-06	 3,378		16	319	319	118	120	1,686	800
New enrollments 2006-07	3,748		16	365	365	135	120	1,947	800
New enrollments 2005-07	7,126	-	32	684	684	253	240	3,633	1,600
Average cost per FTE	\$7,226		\$42,250	\$5,648	\$5,771	\$5,615	\$5,625	\$6,000	\$11,000



January 2005

Governor Locke's Proposed 2005-2007 Capital Budget

Governor Locke is proposing a total statewide capital budget of \$2.8 billion dollars. About \$1.4 billion of this plan would come from the sale of state general obligation bonds. The governor's proposal funds numerous capital projects in the areas of higher education, general government, human services, public schools, and natural resources.

Table I shows the governor's proposed spending plan by area of government. The governor's proposal would provide about \$870 million for higher education. Of this amount, \$695 million would come from state bonds (\$428 million from statewide bonds and \$267 million from Gardner/Evans bonds, which are dedicated to higher education).

Table II shows how the governor's proposed capital spending for higher education is distributed between the community and technical colleges and the public four-year colleges and universities. This table also compares the governor's 2005-2007 proposal to the board's 2005-2007 capital budget recommendations and the actual current 2003-2005 biennium capital budget. As shown, of the governor's total higher education proposal of \$870 million, \$421 million is proposed for the public four-year colleges and universities and \$449 million would be provided to the community and technical colleges.

For the community and technical colleges, the governor's plan would significantly address existing needs to replace or modernize old facilities and to add new space on campuses to alleviate existing space shortages. Attachment A lists the specific projects which the governor's plan would fund. These projects are listed in priority order as determined by the State Board for Community and Technical Colleges.

For the public four-year colleges and universities, the governor's plan emphasizes preservation and renewal of existing space and funding of some new construction projects. Attachment B shows the governor's project funding proposals for the projects prioritized by the public four-year colleges and universities.

For both the community and technical colleges and the public four-year colleges and universities, the governor is proposing to use about \$53 million from the Education Construction Fund (ECF) to offset reductions in the operating budget for building maintenance and repairs. The board had

recommended that this same amount be used to fund capital projects for both the community and technical colleges and the public four-year colleges and universities.

Table I

Governor Locke's Proposed 2005-2007 Capital Budget by Area of State Government

	State Bonds		Total	
	\$	%	\$	%
General Government	\$133,709,771	9.71%	\$505,082,786	18.08%
Human Services	\$155,109,068	11.26%	\$203,056,068	7.27%
Natural Resources	\$211,045,000	15.32%	\$763,862,586	27.35%
Transportation	\$4,320,000	0.31%	\$4,320,000	0.15%
Public Schools	\$167,500,000	12.16%	\$436,104,518	15.61%
Higher Education				
Total	\$695,192,219	50.47%	\$870,092,219	31.15%
Regular Bonds	\$428,114,262	31.08%		
Gardner/Evans	\$267,077,957	19.39%		
Other	\$10,601,936	0.77%	\$10,601,936	0.38%
Total	\$1,377,477,994	100.00%	\$2,793,120,113	100.00%

Table II

**Comparison of Governor Locke's Proposed 2005-2007 Higher Education Capital Budget
to 2003-2005 Higher Education Capital Budget
and 2005-2007 HECB Recommendation**

	2003-2005 Budget	2005-2007 Capital Budget Proposals HECB	Governor Locke
Four-Year Institutions			
General State Bonds	\$147,241,660	\$341,420,297	\$192,572,482
Gardner-Evans Bonds	\$185,147,494	\$116,325,046	\$120,102,000
Education Construction Fund	\$34,994,000	\$26,500,000 ¹	\$35,144,000 ²
Local Capital Accounts	\$81,016,500	\$90,650,000	\$72,998,000
Transportation Budget	\$0	\$11,800,506	\$0
Total	\$448,399,654	\$586,695,849	\$420,816,482
Community & Technical Colleges			
General State Bonds	\$265,114,455	\$246,579,197	\$235,541,780
Gardner-Evans Bonds	\$99,552,323	\$116,325,046	\$146,975,957
Education Construction Fund	\$17,754,000	\$26,500,000 ¹	\$17,754,000 ²
Local Capital Accounts	\$43,539,026	\$49,004,000	\$49,004,000
Transportation Budget	\$0	\$11,800,506	\$0
Total	\$425,959,804	\$450,208,749	\$449,275,737
Total Higher Education			
General State Bonds	\$412,356,115	\$587,999,494	\$428,114,262
Gardner-Evans Bonds	\$284,699,817	\$232,650,092	\$267,077,957
Education Construction Fund	\$52,748,000	\$53,000,000 ¹	\$52,898,000 ²
Local Capital Accounts	\$124,555,526	\$139,654,000	\$122,002,000
Transportation Budget	\$0	\$23,601,012	\$0
Total	\$874,359,458	\$1,036,904,598	\$870,092,219

1. The HECB recommended that appropriations from the Education Construction Fund (ECF) be used solely for capital projects.

2. Governor Locke's capital budget proposes the use of ECF funds to offset building maintenance and repair reductions in the operating budget.

Attachment A
Community and Technical Colleges

Priority	College	Description	Request	HECB	Governor Locke
1	Statewide	Emergency Repairs and Improvements	\$14,000,000	\$14,000,000	\$14,000,000
2	Grays Harbor	Ilwaco Education Center	\$350,000	\$350,000	\$350,000
3	Walla Walla	Clarkston Center	\$1,000,000	\$1,000,000	\$1,000,000
4	South Seattle	Landscape/Horticulture Building	\$557,000	\$557,000	\$557,000
5	Green River	Skills Support Center	\$800,000	\$800,000	\$800,000
6	Highline	Marine Science Pier Building Repair	\$500,000	\$500,000	\$500,000
7	Yakima	Center for Workforce Education - Grandview	\$1,000,000	\$1,000,000	\$1,000,000
8	Everett	Paine Field Technical Center	\$1,000,000	\$1,000,000	\$1,000,000
9	Columbia Basin	Diversity Initiative - Technology Complex	\$1,000,000	\$1,000,000	\$1,000,000
10	Seattle Central	Greenhouse/Educational Gardens	\$250,000	\$250,000	\$250,000
11	Olympic College	Bremer Student Center	\$600,000	\$600,000	\$600,000
12	Peninsula	Cultural Arts Center	\$250,000	\$250,000	\$250,000
13	Statewide	Roof Repairs	\$8,840,000	\$8,840,000	\$8,840,000
14	Statewide	Facility Repairs	\$22,327,000	\$22,327,000	\$22,327,000
15	Statewide	Site Repairs	\$3,837,000	\$3,837,000	\$3,837,000
16	Yakima	Classroom Building Replacement (C)	\$28,645,152	\$28,645,152	\$28,645,152
17	Peninsula	Science and Technology (C)	\$22,423,200	\$22,423,200	\$22,423,200
18	Skagit Valley	Science Replacement (D)	\$2,693,000	\$2,693,000	\$2,693,000
19	Lower Columbia	Performing Arts Replacement (C)	\$20,333,976	\$20,333,976	\$20,333,976
20	Renton	Replace Portables (D)	\$2,426,235	\$2,426,235	\$2,976,235
21	Centralia	Science Replacement (D)	\$3,247,000	\$3,247,000	\$3,247,000
22	Spokane Falls	Business and Social Science (C)	\$18,512,385	\$18,512,385	\$18,512,385
23	South Seattle	Duwamish Training Center (C)	\$9,272,283	\$9,272,283	\$9,272,283
24	Wenatchee	Allied Health and Classrooms (C)	\$23,042,145	\$23,042,145	\$23,042,145
25	Olympic College	Replace Humanities Building (D)	\$3,499,000	\$3,499,000	\$3,499,000
26	Green River	Humanities and Classroom Building (P)	\$137,000	\$137,000	\$137,000
27	Columbia Basin	Business Classrooms	\$4,037,000	\$4,037,000	\$4,037,000
28	Clark	Gaiser Hall Renovation	\$8,374,000	\$8,374,000	\$8,374,000

Attachment A (continued)
Community and Technical Colleges

Priority	College	Description	Request	HECB	Governor Locke
29	Grays Harbor	Vocational Labs	\$5,371,199	\$5,371,199	\$5,371,199
30	Seattle Central	Technology Labs/Classrooms	\$8,096,000	\$8,096,000	\$8,096,000
31	Peninsula	Library	\$14,000,000	\$14,000,000	\$14,000,000
32	South Seattle	Vocational Labs	\$1,972,300	\$1,972,300	\$1,972,300
33	Statewide	Minor Improvements - Program Related	\$20,002,598	\$20,002,598	\$20,002,598
34	Bates South	LRC/Vocational	\$15,169,058	\$15,169,058	\$15,169,058
35	Edmonds	Instructional Labs	\$14,490,832	\$14,490,832	\$14,490,832
36	Green River	Replace Science Building	\$27,407,344	\$27,407,344	\$27,407,344
37	Tacoma	Replace Science Building	\$29,517,238	\$29,517,238	\$29,517,238
38	Walla Walla	Laboratory Addition	\$6,569,000	\$6,569,000	\$6,569,000
39	Everett	Replace Glacier/Pilchuck	\$17,633,300	\$17,633,300	\$17,633,300
40	Clark	East County Satellite	\$2,392,000	\$2,392,000	\$2,392,000
41	Bellevue	Science Technology Building	\$7,647,600	\$7,647,600	\$7,647,600
42	Pierce Puyallup	Communication & Allied Health	\$1,946,716	\$1,946,716	\$1,946,716
43	Everett	Undergraduate Education Ctr	\$7,363,700	\$7,363,700	\$7,363,700
44	Cascadia	Center for the Arts, Tech, Comm	\$3,031,000	\$3,031,000	\$3,031,000
45	SPSCC	Science Complex Expansion	\$3,160,500	\$3,160,500	\$0
46	Pierce Ft. Steilacoom	Science & Technology Building	\$1,986,447	\$1,986,447	\$1,986,447
47	Spokane Falls	General Classrooms/Early Learning	\$82,000	\$82,000	\$82,000
48	Lake Washington	Allied Health	\$87,000	\$87,000	\$87,000
49	SPSCC	Learning Resource Center	\$197,000	\$197,000	\$3,357,500
50	Clover Park	Allied Health	\$160,000	\$160,000	\$160,000
51	Edmonds	Briar Hall Renovation	\$5,133,020	\$5,133,020	\$5,133,020
52	Lake Washington	Gross Anatomy/Health Science Labs	\$1,758,237	\$1,758,237	\$1,758,237
53	Big Bend	Performing Arts/Fine Arts Addition	\$3,698,000	\$3,698,000	\$3,698,000
54	Clover Park	Building 8 Personal Care Services	\$6,499,000	\$6,499,000	\$6,499,000
55	Wenatchee	Brown Library Renovation	\$2,404,300	\$2,404,300	\$2,404,300
56	Shoreline	Annex Remodel (2900) Cosmetology	\$2,739,000	\$2,739,000	\$2,739,000
57	Yakima	Library Renovation	\$4,168,350	\$4,168,350	\$4,168,350
58	Green River	Physical Education Renovation	\$477,000	\$477,000	\$477,000

Attachment A (continued)
Community and Technical Colleges

Priority	College	Description	Request	HECB	Governor Locke
59	Pierce Ft Steilacoom	Cascade Core	\$1,350,622	\$1,350,622	\$1,350,622
60	Highline	West Primary Power Feed Branch	\$1,717,000	\$1,717,000	\$1,717,000
61	Skagit Valley	Campus Fire Loop	\$1,634,000	\$1,634,000	\$1,634,000
62	Green River	Replace Campus Water System	\$1,951,000	\$1,951,000	\$1,951,000
63	Seattle Central	Bulkhead, Pier and Harbor Dredging	\$1,856,000	\$1,856,000	\$1,856,000
64	Statewide	Essential Roof Repairs	\$4,613,000	\$4,613,000	\$0
65	Statewide	Essential Facility Repairs	\$24,264,000	\$7,173,506	\$0
66	Statewide	Essential Site Repairs	\$2,060,000	\$0	\$0
67	Cascadia	South Access Road	\$11,800,506	\$11,800,506	\$0
99	North Seattle	Wellness Center Repairs	NA	NA	\$3,000,000
100	Bellevue	Flood Damage	NA	NA	\$700,000
101	Statewide	Maintenance and Repairs	NA	NA	\$17,754,000
102	Clark College	O'Connell Sports Center Improvements	NA	NA	\$650,000
Total			\$469,359,243	\$450,208,749	\$449,275,737
General State Bonds			\$230,641,780	\$246,579,197	\$235,541,780
Gardner-Evans Bonds			\$146,975,957	\$116,325,046	\$146,975,957
Education Construction Fund			\$30,937,000	\$26,500,000	\$17,754,000
Local Capital Accounts			\$49,004,000	\$49,004,000	\$49,004,000
Transportation Budget			\$11,800,506	\$11,800,506	\$0

Attachment B
Public Four-Year Colleges and Universities

Priority	Institution	Description	Request	HECB	Governor Locke
1	UW	Minor Works - Preservation "A" (State)	\$42,000,000	\$39,717,573	\$20,700,000
1	WSU	Minor Works - Preservation "A" (State)	\$36,000,000	\$34,043,634	\$34,000,000
1	CWU	Minor Works - Preservation "A" (State)	\$9,000,000	\$8,510,909	\$8,500,000
1	EWU	Minor Works - Preservation "A" (State)	\$18,700,000	\$17,683,777	\$17,700,000
1	WWU	Minor Works - Preservation "A" (State)	\$10,000,000	\$9,456,565	\$9,500,000
1	TESC	Minor Works - Preservation "A" (State)	\$2,700,000	\$2,553,273	\$2,350,000
2	UW	Minor Works - Program "A" (State)	\$5,000,000	\$4,728,283	\$4,700,000
2	WSU	Minor Works - Program "A" (State)	\$10,000,000	\$9,456,565	\$9,500,000
2	CWU	Minor Works - Program "A" (State)	\$0	\$0	\$0
2	EWU	Minor Works - Program "A" (State)	\$7,000,000	\$6,619,596	\$6,600,000
2	WWU	Minor Works - Program "A" (State)	\$2,000,000	\$1,891,313	\$1,900,000
2	TESC	Minor Works - Program "A" (State)	\$3,600,000	\$3,404,363	\$3,600,000
3	TESC	Evans Building Phase II	\$22,300,000	\$22,300,000	\$22,250,000
4	WWU	Academic Instructional Center	\$51,500,000	\$51,500,000	\$51,438,000
5	WSU	Biotechnology Life Sciences Building	\$57,100,000	\$57,100,000	\$45,000,000
6	EWU	Restoration Phase I	\$7,000,000	\$7,000,000	\$6,986,482
7	CWU	Dean Hall	\$17,600,000	\$17,600,000	\$2,200,000
8	UW	Restoration Phase II	\$63,000,000	\$63,000,000	\$46,750,000
9	UW	UW Bothell Campus Capacity Expansion	\$14,000,000	\$14,000,000	\$0
10	UW	UW Tacoma Campus Capacity Expansion	\$13,000,000	\$13,000,000	\$0
11	WSU	Wastewater Reclamation	\$12,700,000	\$12,700,000	\$0
12	WSU	Tri-Cities Bioproducts	\$13,100,000	\$13,100,000	\$0
13	CWU	Hogue Design	\$3,000,000	\$3,000,000	\$0
14	UW	Computing & Communications Upgrades	\$20,000,000	\$20,000,000	\$0
15	WWU	Miller Hall Renovation	\$3,800,000	\$3,800,000	\$0
16	WSU	Biomedical Sciences	\$7,400,000	\$7,400,000	\$0
17	EWU	Patterson Hall	\$2,000,000	\$2,000,000	\$0
18	WWU	Carver Complex Renovation	\$380,000	\$380,000	\$0
19	CWU	Flight Technology	\$2,500,000	\$2,500,000	\$0

Attachment B (continued)
Public Four-Year Colleges and Universities

Priority	Institution	Description	Request	HECB	Governor Locke
20	WSU	Spokane Riverpoint Nursing Center	\$31,600,000	\$31,600,000	\$0
21	WSU	Major Utility Upgrades	\$6,000,000	\$6,000,000	\$0
22	EWU	Campus Security System	\$2,000,000	\$2,000,000	\$0
23	WWU	College Hall Renovation	\$3,000,000	\$3,000,000	\$0
24	WWU	Wilson Library Renovation	\$300,000	\$300,000	\$0
25	WWU	Art Annex Renovation	\$4,700,000	\$4,700,000	\$0
26	All Institutions (Local)	Local Minor Preservation "A"	\$25,150,000	\$25,150,000	\$18,608,000
27	All Institutions (Local)	Local Minor Program "A"	\$46,500,000	\$46,500,000	\$54,390,000
28	All Institutions (Local)	Local Minor Preservation "B"	\$19,000,000	\$19,000,000	\$19,000,000
29	All Institutions (Local)	Local Minor Program "B"	\$0	\$0	\$0
30	UW	Minor Works - Preservation "B" (State)	\$17,000,000	\$0	\$0
31	WSU	Minor Works - Preservation "B" (State)	\$17,000,000	\$0	\$0
32	CWU	Minor Works - Preservation "B" (State)	\$2,700,000	\$0	\$0
33	EWU	Minor Works - Preservation "B" (State)	\$0	\$0	\$0
34	WWU	Minor Works - Preservation "B" (State)	\$5,000,000	\$0	\$0
35	TESC	Minor Works - Preservation "B" (State)	\$2,650,000	\$0	\$0
36	UW	Minor Works - Program "B" (State)	\$0	\$0	\$0
37	WSU	Minor Works - Program "B" (State)	\$0	\$0	\$0
38	CWU	Minor Works - Program "B" (State)	\$2,750,000	\$0	\$0
39	EWU	Minor Works - Program "B" (State)	\$0	\$0	\$0
40	WWU	Minor Works - Program "B" (State)	\$3,000,000	\$0	\$0
41	TESC	Minor Works - Program "B" (State)	\$1,100,000	\$0	\$0
42	EWU	Washington Street Boulevard	\$7,000,000	\$0	\$0
43	UW	Classroom Improvements	\$4,000,000	\$0	\$0
44	WSU	Vancouver Student Services Center	\$10,600,000	\$0	\$0
45	WSU	Campus Support Facilities	\$9,200,000	\$0	\$0

Attachment B (continued)
Public Four-Year Colleges and Universities

Priority	Institution	Description	Request	HECB	Governor Locke
46	CWU	Psychology Renovation	\$4,600,000	\$0	\$0
47	WWU	Campus Roadway Development	\$3,240,000	\$0	\$0
48	EWU	Campus Network	\$2,000,000	\$0	\$0
49	WSU	Hospital Renovation	\$9,700,000	\$0	\$0
50	CWU	Michaelson Renovation	\$4,900,000	\$0	\$0
51	EWU	Campus Communication Center	\$2,000,000	\$0	\$0
52	CWU	Campus Chiller Replacement	\$2,000,000	\$0	\$0
53	CWU	Preservation Backlog	\$4,250,000	\$0	\$0
54	UW	New Academic Building	\$8,000,000	\$0	\$0
55	CWU	Renovate Old Hospital	\$3,300,000	\$0	\$0
99	UW	Maintenance and Repair	NA	NA	\$20,108,000
99	WSU	Maintenance and Repair	NA	NA	\$7,876,000
99	CWU	Maintenance and Repair	NA	NA	\$1,886,000
99	EWU	Maintenance and Repair	NA	NA	\$1,726,000
99	WWU	Maintenance and Repair	NA	NA	\$2,814,000
99	TESC	Maintenance and Repair	NA	NA	\$734,000
Total			\$720,620,000	\$586,695,849	\$420,816,482
State Funds			\$629,970,000	NA	
Local Funds			\$90,650,000	NA	
General State Bonds			NA	\$341,420,297	\$192,572,482
Gardner-Evans Bonds			NA	\$116,325,046	\$120,102,000
Education Construction Fund			NA	\$26,500,000	\$35,144,000
Local Capital Accounts			NA	\$90,650,000	\$72,998,000
Transportation Budget			NA	\$11,800,506	\$0

January 2005

Articulation and Student Transfer: Course Equivalency (House Bill 2382)

Executive Summary

House Bill 2382, passed in 2004, requires the Higher Education Coordinating Board to “create a statewide system of course equivalency for public institutions of higher education,” with a progress report due January 10, 2005, detailing options and cost estimates. The 2004 HECB Strategic Master Plan includes an implementation strategy for a statewide web-based course equivalency system, and the HECB has requested funding for the system in its agency budget request.

Many other states have developed web-based course equivalency systems to expedite student transfer. These systems allow students to determine how courses taken at one institution will be accepted at another institution. Fully developed systems also allow students to upload their electronic transcripts for evaluation against degree requirements, provide electronic transcript exchange among institutions, and alert faculty when they need to make decisions regarding course equivalencies.

Five of the six public four-year institutions in Washington have developed, or are in the process of developing, their own web-based systems that enable students to understand how the courses they have taken will apply to their degrees. However, no statewide system exists that would allow transfer students to go to one site for degree planning and transcript evaluation.

In 2004, HECB staff assembled a work group comprised of representatives from two-year and four-year, public and private institutions. The group developed a list of requirements for a statewide system, and investigated three options for meeting those requirements. It is the consensus of the work group that Washington students would benefit from a statewide web-based transfer system.

This report will be referred next to the higher education committees of the Legislature for consideration. Funding for this system was not included in Governor Locke’s proposed 2005-07 operating budget. If funding is approved during the 2005 legislative session, the HECB will issue a formal Request for Proposal, develop more detailed specifications, select a course equivalency system option, and work with the Department of Information Services to meet state requirements for developing the system.

January 2005

Articulation and Student Transfer: Course Equivalency (House Bill 2382)

Background

House Bill 2382, passed by the 2004 Legislature, requires the Higher Education Coordinating Board (HECB) to *“create a statewide system of course equivalency for public institutions of higher education, so that courses from one institution can be transferred and applied toward academic majors and degrees in the same manner as equivalent courses at the receiving institution. The higher education coordinating board must make a progress report on the development of the course equivalency system to the higher education committees of the Senate and House of Representatives by January 10, 2005. The report must include options and cost estimates for ongoing maintenance of the system.”*

The idea of developing a statewide advising system to assist transfer students has support from stakeholders at the state and institution levels. The 2004 Strategic Master Plan for Higher Education advocates for an on-line (web-based) advising system to help community college students quickly and easily transfer to the four-year colleges and universities. The Joint Access Oversight Group (JAOG) also has formally supported the development of a statewide system to facilitate transfer. JAOG is a voluntary group representing academic leadership from the public two-year and four-year colleges and universities, with participation by the private colleges and universities.

The strong support for a statewide advising system reflects the increasing use of transfer as a route to a bachelor’s degree. As tuition continues to rise at the baccalaureate institutions, transfer from a two-year college to a four-year college or university represents an affordable option for thousands of students each year. In fact, the number of students transferring in Washington increased almost 10 percent last year, with 15,366 students transferring from community and technical colleges in 2003-04, compared to 14,007 students transferring in 2002-03. The independent colleges and universities enroll about 26 percent of the transfer students in the state.¹

While transfer students may access individual institution’s Web sites and advising staff for information, they cannot access the many options available in Washington quickly and easily at one location. Many states (e.g. Maryland, Illinois, Arizona, Ohio) have developed Web sites with state funding, which allow students to use automated systems in planning their route to a bachelor’s degree. These systems help to reduce expensive mistakes for students (and the state)

¹State Board for Community and Technical Colleges, 2003-04 Academic Year Report, “Student Progress and Success”

by clearly outlining which credits can be transferred and which can apply to specific majors. Students can consult these automated systems at their convenience and investigate a variety of planning scenarios. For example, a student planning to major in a particular area who fails an important course can view how other credits they have earned might apply to a different major or a different college.

To investigate options for a statewide on-line advising system, HECB staff convened a work group in 2004 that included staff and faculty from both two-year and four-year public and private colleges and universities. The work group met five times and reviewed various Web-based advising systems developed in other states, and systems offered for purchase by vendors. Appendix A contains a list of work group participants.

The work group developed the following list of requirements and requested features for the Web-based system:

Web-based system requirements:

- 1) Interactive, web-accessible course equivalency tables (crosswalks that translate one course to another at different institutions);
- 2) degree audit (the ability to evaluate courses a student has completed or plans to complete based on degree requirements);
- 3) faculty communication (a vehicle for faculty to communicate online regarding course equivalency decisions);
- 4) interaction among existing systems (the ability to reduce additional work for institutions by electronically interfacing with degree audit systems already in place);
- 5) a Web-based survey for soliciting and collecting student feedback on the effectiveness of the system; and
- 6) the ability to send and receive electronic transcripts between institutions, and allow students to upload their electronic transcript for evaluation against various degree requirements.

Additional features of a Web-based system:

- 1) User-friendliness and a unified statewide “look and feel;”
- 2) capacity to link to a degree audit system developed by Washington community colleges, and accept both individual courses and a “package” of courses (such as an associate transfer degree) from community college transfer students;
- 3) inclusion of a comprehensive list of the degree programs offered in the state by both public and private colleges and universities, and “tips” to help transfer students plan; and
- 4) accommodation of start and end dates for courses and degree programs to reflect changing course content and degree requirements.

The options explored by the work group focused on technical solutions only, interpreting the word “system” in the legislation to mean an automated system. The group did not explore common course numbering, since common course numbering is not a technical solution, and since bill language requiring common course numbering was introduced and subsequently deleted during the 2004 legislative session.²

² The fiscal impact of implementing a common course numbering system in Washington was estimated at \$494,050 for the 2003-05 biennium.

House Bill 2382 specifies student transfer among public institutions, but includes a provision that the work group “may include representatives from independent four-year institutions.” The Independent Colleges of Washington (ICW) participated in the work group, and expressed interest in participating in a statewide system. Therefore, information about including the ICW colleges in the statewide system is provided in this report.

House Bill 2382 also directs the group to “identify equivalent courses between community and technical colleges and public four-year institutions and among public four-year institutions, including identifying how courses meet requirements for academic majors and degrees.” The work group, therefore, investigated options for facilitating transfer from a two-year college to a four-year institution, and from a four-year institution to another four-year institution. The public community colleges, represented on the work group, emphasized a third type of transfer: students who transfer from one two-year college to another two-year college to earn their associate degrees, and then transfer to a four-year college. Estimated costs to accommodate this type of transfer are included later in this report.

Existing Systems in Washington

Transfer course lists or equivalency crosswalks

Washington does not require common course numbering among the public institutions. For example, a course titled “Math 201” at one college could be equivalent to “Math 205” at another college. Each of the six public baccalaureate institutions has developed some type of transfer course list or equivalency crosswalk. These lists and crosswalks help students learn how a course taken at one college would be accepted at another college.

Western Washington University provides lists of courses that students are allowed to transfer from two-year and four-year public colleges and universities in the state. WWU also provides information about how these transferable courses will apply to a limited set of majors and degree requirements.

The Evergreen State College has developed written documentation for students that explains how associate degrees and two-year college courses will apply toward degree requirements at Evergreen.

Central Washington University provides lists of course equivalency crosswalks, which list course names and numbers from other institutions, along with their equivalent name(s) and number(s) at Central. Central also provides written documentation to students explaining CWU’s policies for accepting credits from other institutions toward degree requirements.

The University of Washington, Washington State University, and Eastern Washington University have developed online interactive crosswalks, where a student can use a menu on a Web page to enter a course name and number and receive its equivalent at another four-year institution.

Washington State University, Central Washington University, and Western Washington University include course equivalency crosswalks for other four-year institutions in the state. The remaining three public four-year institutions only include course equivalency crosswalks for the two-year colleges in the state.

The private sector inventory collected for this report includes the colleges and universities represented by the Independent Colleges of Washington (ICW). Of those colleges, Gonzaga and Pacific Lutheran University have developed interactive crosswalks. Seattle Pacific University is currently developing an interactive crosswalk. Seattle University, Whitworth College, and the University of Puget Sound publish equivalency crosswalk tables on their Web sites, but they are not interactive. HECB staff could not find any crosswalks (interactive or non-interactive) on the Web sites of Heritage University, St. Martin's College, Walla Walla College, or Whitman College. None of the private sector colleges have developed course equivalency crosswalks for other four-year institutions in the state.

Degree audit

Degree audit systems enable a student to evaluate how courses fulfill degree requirements. The University of Washington and Washington State University use an automated degree audit system purchased from a vendor called "DARS" (Degree Audit Reporting System). Eastern Washington University is currently transitioning to DARS. Central Washington University uses PeopleSoft. Western Washington University is currently transitioning to an interactive degree audit system purchased from Sungard. The Evergreen State College does not have an interactive degree audit system.

The ICW institutions use a variety of different degree audit systems: Datatel (Seattle University, Whitman, and Whitworth); and Sungard/Banner (Walla Walla College, Pacific Lutheran University, and Gonzaga University). The University of Puget Sound has developed its own Oracle-based system. Seattle Pacific University is developing its own system, expected to be available in March 2005. Heritage University and St. Martin's College do not have an online degree audit system.

The community and technical college system has purchased a degree audit system, which will allow a student to evaluate how courses taken at one two-year college would apply to an associate degree at that college. This system, developed by Bellevue Community College, has been enhanced to accommodate the other public two-year colleges.

Electronic transcripts

Each four-year institution has the capability to receive electronic transcripts from Washington community colleges, but only four (the University of Washington, Washington State University, Eastern Washington University, and Western Washington University) currently do so. The remaining public and private four-year institutions could receive electronic transcripts from Washington community colleges, but this would require extensive technical work. A fully implemented system in Washington would allow both two-year and four-year institutions (public and private) to send and receive electronic transcripts. Ideally, a national standard for transcript formats would be used so that transcripts could be sent and received among colleges in other states. The community colleges do not currently format their electronic transcripts according to a national standard, nor do the electronic transcripts include information about completed associate transfer degree packages.

Faculty communication/course equivalency decisions

None of the higher education institutions in the state have developed a system to automate faculty communication regarding course equivalency decisions. Currently, staff at the baccalaureate institutions manually review each community college catalog for changes to course descriptions.

If a change is found, then the four-year institution staff re-evaluate the course and inform community college staff if the course's equivalency status has been changed. This process is time-consuming and inefficient in terms of staff resources.

Arizona has developed an automated routing system for course equivalency decisions. When a course needs to be re-evaluated, emails are sent to defined groups, and decisions about the course can be tracked online. The University of Washington is currently working to obtain the Arizona system for its own use.

Student feedback

The institutions typically collect student feedback via alumni surveys. However, no college systematically collects feedback online specifically from transfer students.

Options

The work group considered three options for a statewide system. Two of the options are available for purchase. The third option would require hiring or contracting with programming staff to develop a customized system for the state. Summaries of these options are provided below:

Option 1: A statewide system that requires each institution receiving transfer students to enter and maintain degree requirements in addition to degree audit systems it might currently maintain. This option is currently used in two states.

Pros:

- User-friendly from a student perspective: This option allows students to compare how their credits would transfer to different majors and institutions and view the comparisons side-by-side.
- The output is fairly easy to read and presents a unified look and feel to students.
- Includes a feature for online faculty communication regarding course equivalency decisions.
- Includes the capability for routing electronic transcripts using a national formatting standard.
- Students can upload their entire transcript for evaluation.
- Includes a feature for gathering student feedback.
- Could be implemented in six to twelve months.

Cons:

- This option requires each institution to manually enter its degree requirements and maintain this information separately from any degree audit system it might currently maintain. Although this option does include some electronic loading of data, it does not automatically interface with existing systems on an ongoing basis.
- Attachments are limited to a text file format. When faculty communicate about course decisions, they need to be able to send attachments in different formats.
- If a course is no longer offered, it can be stored as an "inactive" course, or the start and end dates can be stored as comments. Members of the work group would prefer that the start and end dates for courses be built into the system.

Option 2: A statewide system that interfaces with the degree audit systems in place at each institution. This option is currently used by the University of Washington, as well as institutions in eight other states. It is also being implemented by institutions in four other states.

Pros:

- Is efficient from an institutional perspective, since it interfaces with degree audit systems already in place and eliminates duplication of effort.
- Would interface easily with the systems in place at the baccalaureate institutions.
- Includes start and end dates for courses built into the system.
- Includes a feature for gathering student feedback.
- Includes the ability for students to upload electronic transcripts for evaluation.
- Could be implemented in six to twelve months.

Cons:

- Output can be difficult to read for students (although enhancements are planned).
- Does not present a statewide “look and feel” (although enhancements are planned).
- Does not include the capability for online faculty communication regarding course equivalency decisions. Other states using this option have developed their own applications to accommodate course equivalency discussions.
- Does not currently include electronic transcript exchange between institutions, although the vendor expects these options to be available in early 2005.

Option 3: A customized system developed by the state. A third option is to hire or contract with programming staff or a consultant to develop a system for the state. The programming staff could potentially come from college campuses or the Center for Information Resources with experience in developing similar systems.

Pros:

- Unlimited flexibility: Options #1 and #2 can be modified when there is consensus from all of their users. However, a state-developed system could be customized to fit our state’s needs and scheduling requirements. The complex grading rules and academic policies among the campuses (e.g. repeated courses, counting physical education credits) make a customized system very attractive. A customized system could also be tailored to interface with each institution's existing degree audit system, increasing institutional efficiencies.
- The elimination of one-time licensing fees and annual maintenance fees.

Cons:

- A longer time frame for implementation: This option would require hiring two computer programmers over a period of two years. Options #1 and #2 could be implemented in six months to one year; while Option #3 will take two years to fully implement.

Costs

As required by HB 2382, the following table summarizes the estimated cost requirements for each option, by biennium, for implementation and maintenance of a system that would include transfer between the two-year and four year public colleges, and among the four-year public colleges. The costs include electronic transcript exchange and reformatting, program licensing (with a 5 percent increase per year in price assumed), staff at the state and institution level, interfaces to existing degree audit systems (if necessary), training, travel and marketing, and hardware and software.

Estimated Costs for a Statewide System

(Public Institutions: Two-Year to Four-Year Transfer, and Four-Year to Four-Year Transfer)

Option	2005-07	2007-09	2009-11	Nine Year Total
#1	\$2,974,680	\$1,587,180	\$1,607,433	\$6,169,293
#2	\$2,136,872	\$1,278,034	\$1,286,485	\$4,701,391
#3	\$2,173,080	\$1,195,580	\$1,195,580	\$4,116,240

Reasons for cost variations

Option #1 is the most expensive because the vendor includes in its license the ability for all institutions in the state to participate, both public and private, for all types of transfer. Option #2 only includes pricing for the public four-year colleges to participate as receiving institutions for students from other colleges. In other words, it does not include transfer between two-year public colleges, and it does not include the independent four-year colleges and universities as receiving institutions.

Option #1 also requires more staffing than the other two options, as each institution receiving transfer students would need to update and maintain its degree requirements in a separate system. Option #2 includes fees for developing interfaces between the new state system and existing degree audit systems at the institutions. Option #3 does not include any licensing fees but instead includes funding for a contract with two programmers who would work to develop a customized system for the state over a two-year period.

If the costs to develop transfer among the four-year institutions were removed from the budget, approximately \$576,000 could be subtracted for the 2005-07 biennium costs listed above, bringing them more in line with the \$1.6 million originally requested in the HECB 2005-07 agency budget for a statewide on-line advising system.

Accommodating Other Types of Transfer

The previous sections of this report have described costs for a system that would allow students to access an automated statewide system providing information for transfer from a single two-year college to a single baccalaureate institution. However, students also transfer from multiple two-year institutions to a four-year institution. In addition, approximately 26 percent of all students who transfer from a two-year institution transfer to an independent baccalaureate institution.³ The following sections describe the additional costs required to accommodate these types of transfer.

Additional costs to accommodate transfer among multiple two-year colleges to a four-year college

The State Board for Community and Technical Colleges (SBCTC) estimates that it will cost an additional \$100,000 to modify their own degree audit system to accommodate students who transfer between the two-year colleges to earn an associate degree, and then to a four-year institution to earn a bachelor's degree. In addition, the SBCTC estimates that \$400,000 would be required to fund the staff work necessary to develop course equivalencies and associate degree templates. In addition, 1.0 FTE would be required at the state board level to oversee implementation and maintenance for each option. These costs will be incurred regardless of which option is purchased for a statewide system.

Options #1 and #3 would not require additional license fees, but Option #2 would charge additional licensing fees to accommodate transfer among multiple two-year colleges.

Estimated Additional Costs

(Public Institutions: Transfer among Multiple Two-Year Institutions to a Four-Year Institution)

Option	2005-07	2007-09	2009-11	Nine Year Total
#1	\$666,400	\$166,400	\$166,400	\$999,200
#2	\$934,464	\$250,909	\$259,572	\$1,444,945
#3	\$681,400	\$166,400	\$166,400	\$1,014,200

Additional cost to include the Independent Colleges of Washington

Assuming that the independent colleges would provide separate funding for staff, interfaces, and any programming necessary to exchange electronic transcripts, the only additional cost to include the independent colleges would be incurred by Option #2, which charges an additional licensing fee based on student headcount. The additional fees would be as follows (assuming a 5 percent increase per year).

Estimated Additional Costs

Independent Colleges of Washington (ICW)

Option	2005-07	2007-09	2009-11	Nine Year Total
#1	\$0	\$0	\$0	\$0
#2	\$122,934	\$45,349	\$49,997	\$313,626
#3	\$0	\$0	\$0	\$0

Does not include staffing, programming, or interfaces

³ Eleven percent of these students transfer to colleges represented by the Independent Colleges of Washington; the remainder transfer to the University of Phoenix, City University, and other for-profit independent institutions.

Summary and Next Steps

The Higher Education Coordinating Board's 2005-07 agency budget request included \$1.1 million for the first year of a statewide advising system, with \$550,000 requested for subsequent years. This request did not include the costs to include the private colleges or to accommodate modifications for transfer from multiple two-year colleges.

If the state provides funding for this project, the next step in the process would be to develop detailed system specifications, and conduct a formal Request for Proposal (RFP). Through the RFP process, a vendor or contract would be selected. HECB staff will work closely with Department of Information Services staff to fulfill the state's requirements for making an investment in information technology.

The work group, and others who have been involved with this project, have unanimously agreed that our state needs a statewide transfer advising system. While it is not possible to place a dollar value on the benefit of early, accurate advising and planning, anecdotes from experts in other states confirm that their statewide systems are well worth the investment, as they promote efficient transfer with a minimal loss of credits.

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January 2005

Articulation and Student Transfer: Associate Degree Pathways (House Bill 2382)

Executive Summary

House Bill 2382 required the Higher Education Coordinating Board (HECB) to “convene work groups to develop transfer associate degrees that will satisfy lower-division requirements at public four-year institutions of higher education for specific academic majors.” These degrees (also called “associate degree pathways”) are included in the HECB 2004 Strategic Master Plan as a mechanism for promoting efficient transfer. House Bill 2382 requires that the HECB submit a progress report to the higher education committees of the legislature by January 10, 2005.

Transfer associate degrees prepare students for transfer from a two-year institution to a baccalaureate institution. Transfer associate degrees typically take two years to complete at a community college. Transfer associate degrees currently exist for students who plan to major in liberal arts, business, secondary math and science education, or specific areas of science. House Bill 2382 required that three more degrees be developed in 2004-05 for pre-nursing, engineering, and elementary education. These degrees benefit students by giving them a specific plan to follow and by preparing them early for their intended majors. In addition, they help to prepare students for transfer to any public baccalaureate institution in the state, as well as to any private institution that wishes to participate. Since better student preparation reduces the possibility of students completing credits that will not transfer or count toward their degree, these agreements benefit the state as well.

Faculty from two-year and four-year public and private institutions have been working to reach agreement on the curriculum requirements for each new pathway. The work of the nursing group is near completion; the work of the elementary education and engineering groups is approximately halfway finished.

Once the three new pathways have been completed by the work groups and approved by academic leadership, community colleges will design associate degrees that follow the new pathways and advertise them to students. The new pre-nursing associate degree pathway is expected to be available to students at community colleges as early as fall 2006; the other two associate degree pathways are expected to be available by fall 2007.

The HECB is required to issue progress reports every two years to monitor the progress of these efforts, with the next report due in January 2007.



January 2005

Articulation and Student Transfer: Associate Degree Pathways (House Bill 2382)

Background

The legislature has found that “community and technical colleges play a vital role for students obtaining baccalaureate degrees,” serving as an “essential partner” in meeting the demands of students. However, the legislature also found that “current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors” (House Bill 2382, Section 1).

House Bill 2382 (Section 2) directs the Higher Education Coordinating Board to “convene work groups to develop transfer associate degrees that will satisfy lower-division requirements at public four-year institutions of higher education for specific academic majors. The legislation requires the work groups to focus in 2004-05 on developing new associate degrees in nursing, elementary education, and engineering. Section 7 specifies: “Beginning January 10, 2005, the Higher Education Coordinating Board must submit a progress report on the development of transfer associate degrees to the higher education committees of the House of Representatives and the Senate. The first progress report must include measurable benchmark indicators to monitor the effectiveness of the initiatives in improving transfer and baseline data for those indicators before the implementation of the initiatives.”

The Council of Presidents (COP), the State Board for Community and Technical Colleges (SBCTC), and the Independent Colleges of Washington (ICW) offered to identify participants for the work groups required by House Bill 2382. Once participants were identified, each work group selected at least two co-chairs from the community and technical college system, the public baccalaureate institutions, and the independent baccalaureate institutions. Each work group also formed a steering group, which included the co-chairs, representative(s) from the private institutions, and agency staff from the HECB, COP, and SBCTC.

The work groups were provided a charge, general timeline, and suggested guidelines to follow from the Joint Access Oversight Group (JAOG). The JAOG is a voluntary group, composed of academic leaders from the two-year and four-year public colleges, as well as staff from the COP, HECB, and SBCTC, with regular participation by representatives of the independent institutions. HECB staff provided additional direction and support.

Each work group is following a similar approach. At the first few meetings, members review the charge and discuss a matrix of all of the course requirements at the different colleges and universities. Allowing each institution to see other institutions' requirements in a matrix facilitates analysis and discussion of next steps. At subsequent meetings and through e-mails and telephone conversations, members discuss course requirements in more detail. They attempt to come to agreement on the courses required for entry to a college major by discussing course content and the competencies or skills that students are expected to be able to demonstrate once the course is completed. Once course requirements have been agreed upon, a summary of those requirements will be reviewed by registrars, other faculty, and, ultimately, academic leadership (the Instruction Commission for the community and technical college system, the Inter-institutional Committee of Academic Officers for the public four-year colleges, and equivalent group(s) at the independent institutions). Following approval by academic leadership, community college leaders will begin developing the new associate degree pathways for students.

Objective

The objective of this work is to provide transfer students with a pathway that will prepare them in the same manner as direct entry¹ students for a specific major at *any* public baccalaureate institution in the state, and for any of the independent institutions that wish to join the agreement.

Wherever possible, the work groups were encouraged to stay within the boundaries of the current Direct Transfer Agreement (DTA) or the current Associate of Science Transfer Degree (AS-T). The DTA and AS-T allow students to transfer to a baccalaureate institution as juniors, with most or all of their lower-division general education requirements fulfilled. All public and many private baccalaureate institutions accept students with a DTA or AS-T "package," eliminating the necessity of evaluating each course on a transcript.

The DTA outlines broad areas in which students must complete credits (e.g., communication skills, quantitative skills, humanities, social sciences, natural sciences, and electives). The AS-T has a similar structure, with more specificity in math and science. The benefit of developing new pathways within the DTA and AS-T lies in the identification of specific courses that will better prepare students for their majors at baccalaureate institutions. For example, a student intending to major in English might choose among a variety of natural science courses, while a student intending to major in nursing would need to take certain chemistry courses as part of his or her natural science requirements.

House Bill 2382 [Section 2(1)] specifies that transfer associate degrees be developed that satisfy lower-division requirements at the *public* baccalaureate institutions. However, it also states that representatives from the independent four-year institutions may be included in the work groups. Representatives from the independent colleges are active participants in all of the work groups.

¹ Students who enter a baccalaureate institution directly from high school.

The legislation does not address capacity issues. Therefore, addressing the lack of enrollment capacity for transfer students was not part of the work group discussions, although it was acknowledged as an important issue impacting transfer in the state.

Finally, the work groups were advised by JAOG members and HECB staff that they were not necessarily limited to a 90-credit associate degree. If more or less than 90 (quarter-based) credits were determined as the best preparation for a student's intended major, then the groups had the authority to recommend an associate degree pathway that would vary from the traditional 90-credit degrees now in place.

Nursing

Meetings

The main work group met on July 6, August 30, and November 4 in 2004. In addition to these meetings, the steering group communicated via conference calls and e-mail, and the baccalaureate co-chair presented an overview of the work group's progress at the fall meeting of the Council of Nursing Education in Washington State (CNEWS). Appendix A contains a list of work group participants.

Issues

One of the first issues identified by the work group related to the project scope. Two pathways for access to a Bachelor of Science in Nursing (BSN) exist for community college graduates: 1) completion of an Associate Degree in Nursing (ADN) with transfer to a Bachelor of Science in Nursing (BSN) designed for already licensed nurses (often referred to as an RN-BSN completion program); and 2) completion of an associate degree and transfer to a BSN that has been designed for those seeking to become licensed nurses at the baccalaureate level (often referred to as basic BSN programs).

The group agreed that the first pathway was working well overall through formal articulation agreements between community college nursing programs and the baccalaureate institutions providing BSN completion programs. The legislative charge seemed related more to accessing the entry-level BSN programs. Therefore, the group decided to address the second pathway intended for students who wish to transfer prior to entering the nursing career ladder. The group decided that the nursing pathway description should be expanded to include health sciences, since the prerequisites are similar. Therefore, the proposed title of the new pathway will be "Pre-Nursing and Health Sciences." Expanding the title in this way provides additional options for students who may not gain admission into a nursing program.

Issues related to curriculum have taken the most time and discussion. In many areas, all of the institutions reached agreement quickly. For example, all of the participating colleges and universities agreed to the same five credits of biology, five credits of nutrition, and 10 credits of anatomy and physiology as partial fulfillment of the 35 credits required for natural sciences.

The work group is still discussing, but is close to resolving, other curriculum issues, including specific requirements for chemistry, psychology, and quantitative reasoning content.

Indicators

Credits to degree will be collected for students who complete a Bachelor of Science in Nursing through the basic BSN program. Three groups will be compared: 1) students who enter baccalaureate institutions directly from high school (direct entry), 2) students who enter baccalaureate institutions with the Associate of Arts (DTA), and 3) students who enter baccalaureate institutions using the new pathway. In addition, data on the number of students completing the new pathway at the community colleges will be collected.

Baseline Data²: Graduating class of 2000-01 (Nursing)

Student path to baccalaureate	Total number of credits to degree
Direct Entry (12 graduates)	208
Transfer from a Washington State community/technical college (51 graduates)	220

A total of 63 students graduated in 2000-01 from the University of Washington and Washington State University with a B.S. in nursing. Twelve of these students entered a baccalaureate institution directly from high school and completed an average of 208 college-level credits toward their degrees. The remaining 51 students transferred from a Washington State community college without an RN via the associate degree in nursing and completed, on average, 220 college-level credits toward their bachelor's degrees. On average, transfer students completed 12 more credits toward their degrees than students who entered a baccalaureate institution directly from high school. It is expected that when students enter a baccalaureate institution using the new pathway, this difference will be reduced or eliminated.

It is estimated that the new associate degree pathway will be available at community colleges beginning in fall 2006. Students are expected to complete the new pathway no earlier than spring 2008, and are expected to complete their BSN degree no earlier than spring 2010.

Members of the steering group have nearly completed their work. The work group will hold a fourth, and possibly final, meeting in February 2005. In the meantime, the steering group will work to resolve any outstanding issues.

Elementary Education***Meetings***

The main work group met on October 6 and November 22 in 2004 and will meet again on February 11, 2005. The steering group and work group also have communicated through conference calls and e-mail.

² Source: Loretta Seppanen, State Board for Community and Technical Colleges, Graduate Administrative Record (GAR) class of 2000-01 database. Data are for graduates whose full transcripts consist only of credits from a community or technical college and/or Washington public baccalaureate institutions. Additional credits from advanced placement and other institutions or sources are not included.

Appendix B lists the work group participants. Many of the work group members participated in a previous group created by the two-year and four-year institutions in 2002-03 to discuss a pathway for elementary education. The current work builds on those earlier efforts.

Issues

Requirements for elementary education teachers are regulated by the state. For example, the Washington Administrative Code (WAC) lists competencies required for teacher candidates. Teachers must be certified and hold endorsements to teach in their specialty areas. Endorsements can be earned through completion of a college program and teachers are required to demonstrate their competencies by passing the Washington Educator Skills Test – Endorsement (WEST-E - Content Test). All teachers also are required to pass the WEST-B (Basic Skills Test).

The work group's challenge is to design a new pathway within the existing Direct Transfer Agreement (DTA) that aligns with the standards listed in the Washington Administrative Code (WAC). The DTA is course-based, while the WAC is based on competencies.

One of the first actions taken by the work group was to develop a matrix listing the current Direct Transfer Agreement requirements in each curriculum area, along with corresponding WAC sections addressing student competencies and lower-division college courses, with course and assessment details. The matrix helped ensure that there would be no gaps between the DTA, the WAC, and the lower-division courses that would be included in the new associate degree pathway.

In most areas, the work group reached quick agreement that a particular course that met the WAC standards would be required by all of the public four-year colleges, and could be offered by all of the public two-year colleges. Separate subgroups were created to engage in more detailed discussions regarding quantitative skills and psychology coursework requirements, design of an introductory course, and assessment of computer literacy. These subgroups are expected to report their progress at the meeting of the main work group scheduled for February 2005.

Indicators

Credits to degree will be collected for students who complete their bachelor's degrees in education with an endorsement in elementary education. Three groups will be compared: 1) students who enter baccalaureate institutions directly from high school, 2) students who enter baccalaureate institutions with the Associate of Arts (DTA), and 3) students who enter baccalaureate institutions using the new pathway. In addition, data on the number of students completing the new pathway at the community colleges will be collected.

Baseline Data³: Graduating class of 2000-01 (Elementary Education)

Student path to baccalaureate	Total number of credits to degree
Direct Entry (182 graduates)	227
Transfer from a Washington State community/technical college (333 graduates)	237

A total of 515 students graduated in 2000-01 from Central Washington University, Eastern Washington University, Western Washington University, and Washington State University with bachelor's degrees in education and endorsements in elementary education. Of that total, 182 entered baccalaureate institutions directly from high school and completed an average of 227 college-level credits toward their degree. The remaining 333 students transferred from a Washington State community college and completed, on average, 237 college-level credits toward their degree. On average, transfer students completed 10 more credits toward their degree than students who entered baccalaureate institutions directly from high school. It is expected that, when students enter a baccalaureate institution using the new pathway, this difference will be reduced or eliminated.

It is estimated that the new associate degree pathway will be available at community colleges beginning in fall 2007. Students are expected to complete the new pathway no earlier than spring 2009, and are expected to complete their bachelor's degree no earlier than spring 2011.

Status

Members of the steering group consider the work 50 percent complete. They are confident that they will complete the work by July 2005.

Engineering***Meetings***

The main work group met on July 26 and September 17 in 2004 and will meet at least one more time during winter quarter 2005. The steering group also communicated through conference calls and e-mail. Finally, work group co-chairs and staff held a statewide discussion about the new pathways with the Washington Council for Engineering and Related Technical Education (WCERTE) on November 22, 2004.

Appendix B lists the work group participants.

Issues

As with nursing, one of the first issues identified by the engineering work group related to the project scope. Engineering is a broad discipline and one pathway would not fit the requirements

³ Source: Loretta Seppanen, State Board for Community and Technical Colleges, Graduate Administrative Record (GAR) class of 2000-01 database. Data are for graduates whose full transcripts consist only of credits from a community or technical college and/or Washington public baccalaureate institutions. Additional credits from advanced placement and other institutions or sources are not included.

for all of the sub-disciplines contained within engineering. Therefore, separate pathways will be designed for the following major areas:

- Chemical and bio-engineering
- Electrical and computer engineering
- Aeronautical, civil, industrial, mechanical, and materials science engineering
- Engineering technology

The group will design new pathways for the first three sub-discipline groups by spring 2005 and discuss the fourth group in 2005-06. The new pathways will follow the broad requirements set out in the Associate of Science –Transfer Degree #2, which was designed for students in engineering, computer science, physics, and atmospheric sciences. More specificity within this degree will be developed, so that students can plan for their specific engineering field while attending a community college and know that their credits would be accepted the same way at different institutions.

The subgroups are now discussing matrices listing the courses required by the different institutions within the categories outlined above. Once the matrices have been reviewed, the subgroups will engage in more detailed discussions about curriculum.

Indicators

Credits to degree will be collected for students who complete their bachelor's degree in the disciplines listed above. Three groups will be compared: 1) students who enter baccalaureate institutions directly from high school, 2) students who enter baccalaureate institutions with the Associate of Science-Transfer Degree #2, and 3) students who enter baccalaureate institutions using the new pathways.

Baseline Data⁴:

Chemical and Bio-Engineering: The number of students completing their bachelor's degrees in 2000-01 was too small to report for a baseline.

Electrical and Computer Engineering:

Graduating class of 2000-01 (Electrical and Computer Engineering)

Student path to baccalaureate	Total number of credits to degree
Direct Entry (46 graduates)	217
Transfer from a Washington State community/technical college (89 graduates)	253

⁴ Source: Loretta Seppanen, State Board for Community and Technical Colleges, Graduate Administrative Record (GAR) class of 2000-01 database. Data are for graduates whose full transcripts consist only of credits from a community or technical college and/or Washington public baccalaureate institutions. Additional credits from advanced placement and other institutions or sources are not included.

A total of 135 students graduated from the University of Washington and Washington State University in 2001 with a bachelor's degree in electrical and computer engineering. Forty-six of these students entered a baccalaureate institution directly from high school and completed an average of 217 college-level credits toward their degree. The remaining 89 students transferred from a Washington State community college with an associate degree and completed, on average, 253 college-level credits toward their baccalaureate degree. On average, transfer students completed 36 more credits toward their degree than students who entered a baccalaureate institution directly from high school. It is expected that when students enter a baccalaureate institution using the new pathway, this difference will be reduced or eliminated.

Aeronautical, Civil, Industrial, and Mechanical Engineering:

Graduating class of 2000-01 (Aeronautical, Civil, Industrial, and Mechanical Engineering)

Student path to baccalaureate	Total number of credits to degree
Direct Entry (83 graduates)	222
Transfer from a Washington State community/technical college (117 graduates)	246

A total of 200 students graduated from the University of Washington and Washington State University in 2001 with a bachelor's degree in aeronautical, civil, industrial, or mechanical engineering. Eighty-three of those students entered a baccalaureate institution directly from high school and completed an average of 222 college-level credits toward their degree. The remaining 117 students transferred from a Washington State community college with an associate degree and completed, on average, 246 college-level credits toward their baccalaureate degree. On average, transfer students completed 24 more credits toward their degree than students who entered a baccalaureate institution directly from high school. It is expected that when students enter a baccalaureate institution using the new pathway, this difference will be reduced or eliminated. In addition, data on the number of students completing the new pathways at the community colleges will be collected.

It is estimated that the new pathways will be available at community colleges beginning in fall 2007. Students are expected to complete the new pathway(s) no earlier than spring 2009, and are expected to complete their bachelor's degrees no earlier than spring 2011.

Status

Members of the steering group consider the work 50 to 60 percent complete. They are confident that they will complete the work by July 2005.

Summary and Next Steps

The nursing work group has made the most progress of the three work groups and has only minor curriculum issues to resolve; the other two groups will need at least two more meetings to complete their discussions. Once each work group has reached agreement and developed associate degree templates listing the course requirements, they will be forwarded to registrars

for implementation planning and review and to academic leadership at the two-year and four-year colleges for approval. Once the templates have been approved by academic leadership, the community colleges will begin designing associate degrees that follow the new pathways and advertising them to students.

The new major-specific associate degree pathways require students to make choices early in their academic career. Students who decide to select a major later can still take advantage of the more generic pathways (e.g., the DTA and AS-T), which provide them with broad preparation for a variety of majors. However, those students who select the more specific pathways will be the best prepared for their majors. While the new pathways do not guarantee admission to a college major or to an institution, they do ensure that a student has received the best preparation possible, which can be a factor in admissions decisions at the baccalaureate institutions.

In its 2004 Strategic Master Plan for Higher Education, the HECB has adopted the following timeline for future work:

- **By June 2005**, new associate degree pathways will be developed for nursing, elementary education, and engineering. HECB staff will collect an inventory of existing associate degree pathways that prepare students for bachelor's degrees and the number of transfer students earning bachelor's degrees, by major. Additional pathways will be identified, primarily based on the volume of transfer students transferring into particular majors.
- **By December 2005**, the HECB will revise its program approval guidelines for four-year degrees to include a requirement that a corresponding associate degree pathway be identified to articulate with each newly proposed major.
- **By June 2006**, three additional high-demand associate degree pathways will be developed.
- **By June 2007**, all four-year degrees that are in high demand by transfer students will be matched to corresponding associate degree pathways.

Currently, HECB staff are working with members of the Joint Access Oversight Group (JAOG) to identify future pathways and to identify whether the current associate degree pathways already available to students (e.g., the DTA) adequately prepare students for their baccalaureate majors. JAOG has supported the major-specific associate degree pathways as part of their overall statement of intent (see www.hecb.wa.gov/research/issues/documents/JointAccessOversightGroup for further details.) Key stakeholders agree that it is important to provide these pathways to students and are committed to working together to provide students with the best preparation possible for their baccalaureate majors.

Appendix A

Nursing Work Group Participants

Co-Chairs:	Stu Barger, Everett Community College Mary Baroni, University of Washington, Bothell
Staff:	Cindy Morana, Council of Presidents Nina Oman, Higher Education Coordinating Board Violet Boyer, Independent Colleges of Washington Pat Ward, State Board for Community and Technical Colleges
Community and Technical Colleges:	Maurice McKinnon, Bellevue Sharon Buck, Cascadia Nola Ormrod, Centralia Geary Greenleaf, Lower Columbia Rick Rausch, Clark Stu Barger, Everett Julie Short, Green River Marca Davies, Peninsula Heather Stephen-Selby, Renton Keith Ries, Spokane Gary Blevins, Spokane Falls Kathy Ashworth, Yakima Valley Rhonda Taylor, Yakima Valley
Baccalaureate Institutions:	Peggy Peterson, Eastern Washington University and InterCollegiate Nursing Education (ICNE) Audrey Cox, Pacific Lutheran University Ruth Adams, Seattle Pacific University Emily Hitchens, Seattle Pacific University Maureen Niland, Seattle University Mary Baroni, University of Washington, Bothell Susan Woods, University of Washington, Seattle Marjorie Dobratz, University of Washington, Tacoma Carolyn Denny, Walla Walla College Dorothy Detlor, Washington State University Anne Hirsch, Washington State University and InterCollegiate Nursing Education (ICNE)
Other:	Madeleine Thompson, Workforce Training and Education Coordinating Board

Appendix B

Elementary Education Work Group Participants

Co-Chairs:	Valerie Appleton, Eastern Washington University Greg Brazell, Pierce College Ruth Adams, Seattle Pacific University
Staff:	Cindy Morana, Council of Presidents Nina Oman, Higher Education Coordinating Board Violet Boyer, Independent Colleges of Washington Tina Bloomer, State Board for Community and Technical Colleges
Community and Technical Colleges:	Margaret Turcott, Bellevue Mary Pack, Centralia Judy Cox, Columbia Basin Dale Hensley, Everett Steve Kinholt, Green River Leslie Heizer, Green River Alice Madsen, Highline Kathy Oberg, Highline Joan Graham, Highline Ann Williamson, Lower Columbia Mary Garguile, Olympic Vidya Thirumurthy, Olympic Barbara Clampett, Peninsula Greg Brazell, Pierce Judy DeJardin, Pierce Mary Kay Brown, Pierce Fort Steilacoom Lisa Saunders, Seattle Central Marilyn Chu, Skagit Valley Ron Averill, South Puget Sound Christine Moon, South Puget Sound Jim Minkler, Spokane Falls Judy Noel, Spokane Falls Loretta Seppanen, State Board for Community and Technical Colleges Mary Skinner, Tacoma Celia Hall-Thur, Wenatchee Valley Sally Holloway, Whatcom Richard Fulton, Whatcom Glenda Orgill, Yakima Valley Patti Koluda, Yakima Valley

Appendix B
(continued)

Elementary Education Work Group Participants

Baccalaureate Institutions:

Rebecca Bowers, Central Washington University
Carol Meller, Central Washington University
Valerie Appleton, Eastern Washington University
Shannon Carr, Eastern Washington University
Betsy Clewett, Eastern Washington University
Shannon Dineen Setzer, Eastern Washington University
Gayle McFarland, Eastern Washington University
Ann Wolf, Gonzaga University
Jim Borst, Heritage University
Karen Garrison, Heritage University
Paula Leitz, Pacific Lutheran University
Joyce Westgard, St. Martin's College
Carolyn Denny, Walla Walla College
Randy Michaels, Whitworth College
Linda Chaplin, Washington State University
Ed Helmstetter, Washington State University
Judy Nichols Mitchell, Washington State University
Dana Edwards, Western Washington University
Sheila Fox, Western Washington University
Jeanne Gaffney, Western Washington University
Mike Henniger, Western Washington University
Stephanie Salzman, Western Washington University
Lise Sellier, Western Washington University

Appendix C

Engineering Work Group Participants

Co-Chairs:	Jeff McCauley, Green River Community College Bob Olsen, Washington State University
Staff:	Cindy Morana, Council of Presidents Nina Oman, Higher Education Coordinating Board Violet Boyer, Independent Colleges of Washington Nancy Verheyden, State Board for Community and Technical Colleges
Community and Technical Colleges:	Chris Byrne, Cascadia Eric Davishahl, Edmonds Keith Clay, Green River Jeff McCauley, Green River Bob Maplestone, Highline Patricia Cheadle, North Seattle Dennis Schaffer, North Seattle Larry Smith, Peninsula James Bellotty, Spokane Falls
Baccalaureate Institutions:	Walt Kaminski, Central Washington University Don Richter, Eastern Washington University Paul Nowak, Gonzaga University James Brink, Pacific Lutheran University Mara Rempe, Seattle University Anthony De Sam Lazaro, St. Martin's College Chen-Ching Liu, University of Washington Larry Aamodt, Walla Walla College Jon Cole, Walla Walla College Carolyn Denney, Walla Walla College Bob Olsen, Washington State University Steve Dillman, Western Washington University



January 2005

Accountability Update: 2003-04 Performance by the Public Baccalaureate Institutions

Background

The 2003-05 state operating budget requires the Higher Education Coordinating Board (HECB) to set biennial performance targets for each public baccalaureate institution and to review each institution's performance annually thereafter.

In December 2003, the board approved new targets for the 2003-05 biennium. This report compares 2003-04 academic year performance against those targets, as well as against baseline data from 1996-99 and midpoint data from 1998-01.

This report will be the final report using the framework described below. As described in House Bill 3103 (Section 11) and the HECB 2004 Strategic Master Plan, HECB staff have been working together with representatives from the two-year and four-year public institutions to design a new accountability monitoring and reporting system. **Recommendations for a new system will be presented to the board in April 2005.**

Current Reporting Framework

Each institution is required to report on a total of six measures:

- 1) Graduation Efficiency (Freshmen)
- 2) Graduation Efficiency (Transfers)
- 3) Undergraduate Retention
- 4) Five-Year Freshman Graduation Rate
- 5) Faculty Productivity (which can be measured differently by each institution)
- 6) A unique measure for each institution, reflective of its mission

The first four measures listed are common to all the baccalaureate institutions.

- Graduation efficiency is calculated by dividing the total number of credits required for a baccalaureate degree (minus transfer credits) by the total number of credits attempted at that institution. For example, a student transferring 90 credits and attempting 90 credits at a four-year institution toward a bachelor's degree requiring 180 credits is 100 percent

efficient $[(180-90)/90]$. A student transferring 90 credits and attempting 100 credits at a four-year institution is 90 percent efficient $[(180-90)/100]$. This calculation expresses “efficiency” in terms of credits completed, rather than the amount of time required for a student to earn a degree, which can be skewed by part-time attendance.

- Retention rates refer to the percentage of undergraduate students who return for consecutive years.
- The percentage of freshmen who graduate within five years is calculated as the fourth common measure.
- The last two measures are institutionally-specific and the manner in which they are calculated can vary.

Key Findings

There are two ways to evaluate performance:

- 1) Did institutions meet their targets?
- 2) Have institutions improved their performance over time?

Results for these two questions are provided below.

1) 2003-05 Targets and Achievement (Yes = met target; No = did not meet target)

	CWU	EWU	TESC	UW	WSU	WWU
Graduation Efficiency: Freshmen	86.7 Yes	95.0 No	94.0 No	95.0 No	91.5 No	88 Yes
Graduation Efficiency: Transfers	79.6 Yes	82.5 No	90 No	90 No	85 No	82 Yes
Undergraduate Retention (overall)	82.2% Yes	90% No	80% Yes	95% No	88% No	86% Yes
5-Year Freshman Graduation Rate	44.3% Yes	45% No	50% Yes	65% Yes	56% Yes	55% Yes

2) 1998-01 Midpoints and Achievement (Yes =improved since midpoint; No = did not improve since midpoint)

	CWU	EWU	TESC	UW	WSU	WWU
Graduation Efficiency: Freshmen	86.3 Yes	87.7 Yes	93.0 No	90.1 No	89.8 Yes	87 Yes
Graduation Efficiency: Transfers	79.2 Yes	77.4 No	90 No	82.6 No	81.7 Yes	80.7 Yes
Undergraduate Retention (overall)	81.8% Yes	88% No	78% Yes	87.3% Yes	86% Yes	85.7% Yes
5-Year Freshman Graduation Rate	43.3% Yes	37.4% Yes	48% Yes	64.4% Yes	53.7% Yes	54.1% Yes

- Central Washington University and Western Washington University met or exceeded their 2003-05 targets for every measure, and have improved on every measure over time.
- Eastern Washington University has not met its 2003-05 targets; however, there is still one year left in the biennium, during which its performance could improve. Eastern has improved its performance on two measures since 1998-2001: graduation efficiency for freshmen and the five-year graduation rate.
- The Evergreen State College has improved performance and met 2003-05 targets for two measures: overall undergraduate retention and the five-year graduation rate.
- The University of Washington has set its targets the highest of all the institutions and has met its five-year graduation rate target of 65 percent. The UW has not yet achieved its targets for the rest of the common measures, but has increased performance for undergraduate retention.
- Washington State University has improved its performance on all the common measures but has yet to reach its targets for all of the measures except the five-year graduation rate.
- All of the institutions have increased their five-year graduation rates over time.
- All but one of the institutions has increased its undergraduate retention rate over time.
- Graduation efficiency for freshmen has improved for four of the six baccalaureate institutions, while graduation efficiency for transfer students remains a challenge, with only three of the baccalaureate institutions showing improved performance since 1998-2001.

2003-04 ACCOUNTABILITY PERFORMANCE

Central Washington University

Eastern Washington University

The Evergreen State College

University of Washington

Washington State University

Western Washington University

CENTRAL WASHINGTON UNIVERSITY

	1996-99 Baseline	1998-01 Midpoint	2003-04 Performance	2003-05 Target	Target met?
Common Measures					
<u>Graduation Efficiency Index</u>					
Freshmen	88.0	86.3	87.8	86.7	Yes
Transfers	83.8	79.2	83.6	79.6	Yes
Undergraduate Retention (overall)	80.5%	81.8%	83.5%	82.2%	Yes
5-Year Freshman Graduation Rate	39.4%	43.3%	44.5%	44.3%	Yes
Institution-Specific Measures					
<u>Faculty Productivity</u>					
Expected Learning Outcomes	92.6%	100%	100%	100%	Yes
% Faculty Mentoring Students	22.5%	17.7%*	26.7%	18.1%	Yes
Ratio of Student FTE to Faculty FTE	22.2	21.5	25.7	23.5	Yes
Transfer Students with Declared Majors	75.1%	82.2%	89.7%	86.0%	Yes
Minority Graduation Rate	22.6%	25.0%	24.0%	25.0%	No
Internship Participation	7.3%	7.6%	7.8%	7.8%	Yes

*Two year average.

Description of Institution-Specific Measures

Expected Learning Outcomes: Percentage of degree programs with specifically stated, publicized learning outcomes.

Percentage of Faculty Mentoring Students: Percentage of full-time faculty mentoring students in established programs that incorporate a faculty-student mentoring relationship (e.g., CWU research symposium, McNair Scholars Program).

Ratio of Student FTE to Faculty FTE: The ratio of student FTEs to faculty full-time equivalents (FTEs). Faculty are counted using the Integrated Postsecondary Education Data System (IPEDS) definition: "Faculty are those persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities)."

Transfer Students with Declared Majors: The percentage of undergraduate transfer students who have declared majors by the end of the third quarter at CWU.

Minority Graduation Rate: This percentage reflects the number of minority students who graduate each year compared with the number of minority students enrolled fall quarter (averaged over three years).

Internship Participation: Percentage of students participating in education internships (averaged over three years).

EASTERN WASHINGTON UNIVERSITY

	1996-99 Baseline	1998-01 Midpoint	2003-04 Performance	2003-05 Target	Target met?
Common Measures					
<u>Graduation Efficiency Index</u>					
Freshmen	87.9	87.7	90.8	95	No
Transfers	77.9	77.4	75.8	82.5	No
Undergraduate Retention (overall)	88.5%	88.0%	86.7%	90%	No
5-Year Freshman Graduation Rate	41.7%	37.4%	39%	45%	No
Institution-Specific Measures					
<u>Faculty Productivity</u>					
Student Credit Hours/FTE Faculty	305.9	336.4	375.8	Long-term target met	n/a
Experiential Learning	2,422	2,971	5,558	Long-term target met	n/a
Courses Using Distance Learning Technology	6.4	23.7	30	37.0	No
Freshman Academic Involvement Index	33.7	Not available	At or above national norms on 10 of 13 subscales	All subscales exceed national norms	No

Note: Beginning in 2003-04, EWU is using the standard methodology for calculating GEI used by the other baccalaureate institutions

Description of Institution-Specific Measures

Student Credit Hours/FTE Faculty: A ratio of student credit hours to IPEDS-defined faculty full-time equivalents (FTE) for fall quarter. Faculty are counted using the Integrated Postsecondary Education Data System (IPEDS) definition: "Faculty are those persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities)."

Experiential Learning (previously entitled Internship/Service Learning Experience): Total number of students taking experientially-based courses, including research-directed studies, internship, cooperative education and/or service learning credits.

Courses Using Distance Learning Technology: The annual number of courses offered by faculty who use the worldwide Web.

Freshman Academic Involvement Index: The sample averages for the major subscales on the College Student Experience Questionnaire (CSEQ), a survey administered annually to students. For more information about the CSEQ, see: <http://www.indiana.edu/~cseq/index.html>.

THE EVERGREEN STATE COLLEGE

	1996-99 Baseline	1998-01 Midpoint	2003-04 Performance	2003-05 Target	Target met?
Common Measures					
<u>Graduation Efficiency Index</u>					
Freshmen	93.0	93.0	90.2	94.0	No
Transfers	90.0	90.0	88.1	90.0	No
Undergraduate Retention (Overall)	76.0%	78.0%	80.0%	80.0%	Yes
5-Year Freshman Graduation Rate	45.0%	48.0%	51.0%	50.0%	Yes
Institution-Specific Measures					
Undergraduate Retention (Freshmen)	65.0%	70.0%	71.0%	75.0%	No
<u>Faculty Productivity</u>					
Freshmen – Growth in “Using Technology to Present Work, Find Information, or Solve Problems”	*	*	2.07	2.12	No
Freshmen – Growth in “Understanding and Applying Quantitative Principles and Methods”	*	*	1.52	1.57	No
<u>Diversity</u>					
Retention, Students of Color (Olympia)	77.0%	78.0%	80.0%	80.0%	Yes
All Students – Growth in “Understanding Different Philosophies and Cultures”	*	*	2.63	2.68	No
All Students – Growth in “Functioning as a Responsible Member of a Diverse Community”	*	*	2.54	2.59	No

*New indicators added in 2003-04.

Description of Institution-Specific Measures

Undergraduate Retention (Freshmen): The percentage of new first-time, first-year students enrolled fall quarter who are enrolled the subsequent fall quarter.

Faculty Productivity: Average rating by freshmen of the extent to which their experience at Evergreen contributed to their academic and personal growth in “using technology to present work, find information, or solve problems,” and “understanding and applying quantitative principles and methods” (from the Evergreen Student Experience Survey). Growth is rated on a 5-point scale: 0=Not at all; 1=Very little; 2=Some; 3=Quite a bit; 4=A lot).

Diversity

Retention of students of color, Olympia campus: The percentage of degree-seeking, undergraduate African-American, Hispanic/Latino, Asian/Pacific Islander, and Native American/Alaskan Native students enrolled on the 10th day of fall quarter who are enrolled on the 10th day of the subsequent fall quarter. This measure tracks the subset of students who are enrolled at the main Olympia campus. The measure does not include undergraduate minority students who are enrolled at Tacoma, tribal reservations, and Grays Harbor. The students include part-time and full-time students, but they must be degree-seeking students.

Average rating by freshmen of the extent to which their experience at Evergreen contributed to their academic and personal growth in “understanding different philosophies and cultures” and “functioning as a responsible member of a diverse community” (from the Evergreen Student Experience Survey). Growth is rated on a 5-point scale: 0=Not at all; 1=Very little; 2=Some; 3=Quite a bit; 4=A lot).

UNIVERSITY OF WASHINGTON

	1996-99 Baseline	1997-00 Midpoint*	2003-04 Performance	2003-05 Target	Target met?
Common Measures					
<u>Graduation Efficiency Index</u>					
Freshmen	89.6	90.1	90.0	95.0	No
Transfers	81.7	82.6	81.7	90.0	No
Undergraduate Retention (Overall)	87.2%	87.3%	90.0%	95.0%	No
5-Year Freshman Graduation Rate	63.8%	64.4%	67.0%	65.0%	Yes
Institution Specific Measures					
<u>Faculty Productivity</u>					
Enrollment Demand Satisfied	84.8%	85.5%	82.6%	92.0%	No
Quality of Instruction	93.7%	93.2%	91.4%	98.0%	No
Research Funding/Faculty Member	\$216,774	\$236,137	\$328,500	\$320,000**	Yes
Student Credit Hours/Faculty FTE	202.90	202.3	211.5	212.6	No
<u>Instruction</u>					
# Undergrads w/Intense Research Involvement	1,122	1,968	3,777	3,650**	Yes
Individualized Instruction	4.0%	4.3%	3.9%	4.4%	No
Public Service Internships	842	1,721	3,982	Long-term target met	n/a
% Undergrads in Faculty Research	22.4%	23.5%	24.2%	Long-term target met	n/a

*UW used 1997-00 to calculate midpoint.

**Depends on availability of federal research funds.

Description of Institution-Specific Measures

Enrollment Demand Satisfied: The proportion of student demand for courses to enrollment space (course openings).

Quality of Instruction: The percentage of students who evaluate the “amount learned in the course” as “good or better” (3.0 or above on 5-point scale) on standard course evaluations.

Funding for Research per Faculty FTE: Grants and contracts per faculty FTE (in nominal dollars).

Student Credit Hours Instructed Per Faculty FTE: State-reported Student Credit Hours divided by Instructional Faculty FTE.

Individualized Instruction: Numbers of hours taken as individualized instruction divided by all undergraduate hours. (“Individualized instruction” refers to intensive faculty supervision of individual student projects beyond what is required in regular coursework.)

Number of Undergraduates Intensively Involved in Research: Number of students who work with faculty on research for 10 or more hours per week for at least one quarter.

Percent Undergraduate Credits Taken as Individualized Instruction: This measures one-on-one intensive academic experiences for undergraduates offered by university faculty. (“Individualized instruction” refers to intensive faculty supervision of student projects beyond what is required in regular coursework.)

Number of Undergraduates Involved with Public Service Internships: Number of students who are involved in public service connected with their studies for 10+ hours per week; data provided by Carlson Center for Public Service.

Percent of Undergraduates Reporting a Research Experience with Faculty: Derived from an annual survey of graduating senior students; provides a measure of the cumulative experience over all undergraduate years.

WASHINGTON STATE UNIVERSITY

	1996-99 Baseline	1998-01 Midpoint	2003-04 Performance	2003-05 Target	Target met?
Common Measures					
<u>Graduation Efficiency Index</u>					
Freshmen	90.0	89.8	90.3	91.5	No
Transfers	81.0	81.7	83.5	85.0	No
Undergraduate Retention (Overall)	84.4%	86.0%	86.9%	88.0%	No
5-Year Freshmen Graduation Rate	53.8%	53.7%	57.8%	56.0%	Yes
Institution Specific Measures					
Freshman Retention	83.7%	83.6%	84.3%	85.0%	No
<u>Faculty Productivity</u>					
Student Credit Hours/Faculty FTE	198.5	199.8	223.8	215.0	Yes
Individualized Enrollment/Faculty	3.7	3.5	3.8	4.0	No
Research and Scholarship	80.3%	85.0%	87.5%	Long-term target met	n/a
<u>Technology for Learning</u>					
Distance Student Credit Hours	24,204	40,930	49,216	Long-term target met	n/a
Degree Programs via Distance	6	10	11	12	No
Re-engineered Courses	131	586	792	Long-term target met	n/a
Classrooms with Technology	51.4%	67.6%	83.7%	80.0%	Yes

Description of Institution-Specific Measures

Freshman Retention: WSU has set a target for freshman retention, while continuing to report overall undergraduate retention as a measure common to all institutions.

Individualized Enrollment/Faculty: Measures the amount of work faculty do with students in the form of supervising undergraduate research, internships, senior theses, private lessons, and independent studies.

Student Credit Hours per Faculty FTE: Number of credit hours generated per instructional faculty FTE.

Research and Scholarship: The percentage of faculty who completed the expected amount and type of scholarship during the past year, based on each college's definition of what constitutes scholarly work in that field.

Distance Student Credit Hours: Credit hours earned through interactive video courses, videotaped courses, online courses and multiple mode courses.

Degree Programs via Distance: The number of different degree programs offered away from any WSU campus, and primarily through electronic media such as interactive video and online courses.

Re-engineered Courses: The number of courses taught “primarily” by electronic means, including WHETS, online, e-mail and video conference.

Classrooms with Technology: The percentage of university classrooms equipped to support technology-intensive teaching.

WESTERN WASHINGTON UNIVERSITY

	1996-99 Baseline	1998-01 Midpoint	2003-04 Performance	2003-05 Target	Target met?
Common Measures					
<u>Graduation Efficiency Index</u>					
Freshmen	86.6	87.0	90.2	88.0	Yes
Transfers	80.5	80.7	84.2	82.0	Yes
Undergraduate Retention (overall)	85.5%	85.7%	87.9%	86.0%	Yes
5-Year Freshman Graduation Rate	54.0%	54.1%	55.7%	55.0%	Yes
Institution-Specific Measures					
Undergraduate Retention (freshman to sophomore)	80.3%	79.7%	83.0%	82.0%	Yes
5-Year Minority Graduation Rate	38.4%	41.3%	47.7%	42.0%	Yes
Transfers graduating with a B.S. in science (graduation efficiency)	71.3	71.8	77.5%	74.0%	Yes
<u>Faculty Productivity</u>					
Individualized Credits/FTE Student	1.43	1.56	1.74	1.52	Yes
Student Credit Hours/Undergraduate FTE Writing Courses	2.10	2.17	2.20	2.30	No
Hours Scheduled in Computer Labs	22.4	24.0	25.2	25.0	Yes
Departments Adopting Advising Model	0.0%	44.2%	98.0%	98.0%	Yes

Description of Institution-Specific Measures

Undergraduate Retention (freshman to sophomore year): The percentage of freshmen who return for their second year.

Five-Year Minority Graduation Rate: The percentage of minority students who graduate within five years.

Transfers Graduating with a B.S. in Science: Graduation efficiency for transfer students who earn a bachelor's degree in science.

Individualized Credit/FTE Student: Measures the number of credits generated per FTE student through individual instructional activities, including internships, work on faculty research projects, and other one-on-one activities.

Student Credit Hours/Undergraduate FTE in Writing Courses: Student credit hours per undergraduate FTE in courses designated as principally or specifically writing-based.

Hours Scheduled in Computer Labs: The number of student hours scheduled in university or departmental computer labs per FTE undergraduate.

Departments Adopting Advising Model: The percentage of WWU academic departments that have fully implemented all elements of Western's departmental advising model, which has the following components: (a) a clearly defined departmental advising program, with the advisor, location, hours, and other information easily accessible and known; (b) a fully operational department Web page, based on established template and criteria; (c) provision of an individualized, written plan of study to each student upon his or her declaration of major; (d) sponsorship of at least one event annually to help pre-majors decide on a major; and (e) sponsorship of at least one event annually to help advanced majors in the department explore career and graduate school options.



JOINT BOARD MEETING

1:00 – 3:00 P.M.
Thursday, Jan. 27, 2005
State Investment Board Room
2100 Evergreen Park Drive SW, Olympia 98504

AGENDA

- 1:00 p.m.** Welcome and Introductions: brief remarks
- Primer on the role and responsibilities of HECB
Jim Sulton
 - Primer on the role and responsibilities of the WTECB
Ellen O'Brien Saunders
- 1:30 p.m.** Common Concerns
- Decreasing the high school dropout rate
 - Toward a more inclusive statewide higher education system
 - Higher education and its relationship to economic development and growth
- 2:00 p.m.** Board Dialogue
1. Where do our respective board interests intersect?
 2. Where do our duties and responsibilities overlap?
 3. Where are there opportunities for cooperation/collaboration?
 - Planning (mutual responsibilities)
 - Applied baccalaureate degrees (BAS)
 - Seamlessness in student transition
 - Educational pathways
 - Competency-based learning assessments (*idea that students can control their own speed of transition through the system*)
 4. Summary
- 3:00 p.m.** Adjournment